

22482VIC Course in Initial EAL
22483VIC Course in EAL
22484VIC Certificate I in EAL (Access)
22485VIC Certificate II in EAL (Access)
22486VIC Certificate III in EAL (Access)
22487VIC Certificate IV in EAL (Access)
22488VIC Certificate II in EAL (Employment)
22489VIC Certificate III in EAL (Employment)
22490VIC Certificate IV in EAL (Employment / Professional)
22491VIC Certificate III in EAL (Further Study)
22492VIC Certificate IV in EAL (Further Study)

These courses have been accredited under Part 4.4 of the Education and Training Reform Act 2006.

Version 1.3

Accredited for the period: 1 January 2019 to 31 December 2023





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Version History

Version 1.3 – September 2022

- Course structure updated to reflect current first aid units:

HLTAID010 Provide basic emergency life support, replaces the non-equivalent unit *HLTAID002 Provide basic emergency life support*

HLTAID011 Provide first aid, replaces the non-equivalent unit *HLTAID003 Provide first aid*

This supports the decision of national and state VET Regulators to ensure delivery of current first aid units within Victorian Crown Copyright courses. Please refer to the [ASQA website](#).

- Contact details of copyright owner updated
- Typographical errors corrected

Version 1.2 July 2021

VU22610 Engage in casual conversations and straightforward spoken transactions

- Required Skills and Knowledge, (dot point 7) adjusted to reflect the outcomes approved by the Project Steering Committee:
 - reference to instructional texts removed
 - correction of typographical error

VU22612 Read and write straightforward communications and transactional texts

- Required Skills and Knowledge(dot point 2): correction of formatting error:
 - common collocations
 - sentence structures for simple, compound and complex sentences
 - question forms, for example to request information, ask opinions
- Contact details updated

Version 1.1 February 2020

- Trainer and Assessor requirements in Section 6.2 Assessor competencies and Section 7.2 Resources have been clarified to better reflect the intent of the Project Steering Committee.

Accreditation of

Version 1 January 2019

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Section A: Copyright and course classification information

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| 1. Copyright owner of the course | <p>Copyright of this course is held by the Department of Education and Training, Victoria</p> <p>© State of Victoria (Department of Education and Training) 2018.</p> |
| 2. Address | <p>Executive Director Higher Education and Workforce Division Higher Education and Skills Department of Education and Training (DET) GPO Box 4367 MELBOURNE Vic 3001</p> <p>Organisational Contact: Manager, Training and Learning Products Unit Higher Education and Workforce Division Higher Education and Skills Telephone: 131823 Email: course.enquiry@education.vic.gov.au</p> <p>Day-to-day contact: General Studies & Further Education Curriculum Maintenance Manager Victoria Polytechnic PO Box 14428 Melbourne, VIC 8001 Ph: (03) 9919 5300 / 5302 Email: sicmm.generalstudies@vu.edu.au</p> |
| 3. Type of submission | <p>The Course in Initial EAL is submitted for accreditation</p> <p>All other courses are submitted for reaccreditation</p> |
| 4. Copyright acknowledgement | <p>Copyright of the following units of competency from nationally endorsed training packages is administered by the Commonwealth of Australia and can be accessed from Training.gov. (More information is available here)</p> <p>© Commonwealth of Australia</p> <ul style="list-style-type: none"> • BSB Business Services Training Package <ul style="list-style-type: none"> – BSBADM302 Produce texts from notes – BSBCRT301 Develop and extend critical and creative thinking skills – BSBDIV301 Work effectively with diversity – BSBFLM303 Contribute to effective workplace relationships – BSBINM201 Process and maintain workplace information |

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| | <ul style="list-style-type: none"> - BSBINM301 Organise workplace information - BSBITU101 Operate a personal computer - BSBITU201 Produce simple word processed documents - BSBITU302 Create electronic presentations - BSBITU303 Design and produce text documents - BSBITU304 Produce spreadsheets - BSBITU306 Design and produce business documents - BSBREL401 Establish networks - BSBRES401 Analyse and present research information - BSBWHS201 Contribute to health and safety of self and others - BSBLDR402 Lead effective workplace relationships - BSBWOR404 Develop work priorities - BSBWRT401 Write complex documents - BSBLIB304 Develop and use information literacy skills - BSBLIB407 Search library and information databases <ul style="list-style-type: none"> • CHC Community Services Training Package <ul style="list-style-type: none"> - CHCVOL001 Be an effective volunteer • CPC Construction, Plumbing and Services Training Package <ul style="list-style-type: none"> - CPCCWHS1001 Prepare to work safely in the construction industry • HLT Health Training Package <ul style="list-style-type: none"> - HLTAID010 Provide emergency life support - HLTAID011 Provide first aid • ICT Information and Communications Technology Training Package <ul style="list-style-type: none"> - ICTICT103 Use, communicate and search securely on the internet - ICTWEB201 Use social media tools for collaboration and engagement - ICTICT308 Use advanced features of computer applications - ICTICT106 Operate presentation packages - ICTICT210 Operate database applications - ICTICT203 Operate application software packages • PSP Public Sector Training Package <ul style="list-style-type: none"> - PSPGEN031 Undertake career planning • SIR Retail Services Training Package <ul style="list-style-type: none"> - SIRXIND001 Work effectively in a service environment • SIT Tourism, Travel and Hospitality Training Package <ul style="list-style-type: none"> - SITXFSA001 Use hygienic practices for food safety • TLI Transport and Logistics Training Package <ul style="list-style-type: none"> - TLIE4006 Collect, analyse and present workplace data and information <p>Copyright of the following units of competency from accredited curricula is held by the Department of Education and Training, Victoria © State of Victoria. The following curricula can be downloaded free of charge from the Victorian Department of Education and Training website. More information is available here.</p> <ul style="list-style-type: none"> • 22471VIC Course in Initial General Education for Adults |
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| | <ul style="list-style-type: none"> - VU22352 Recognise numbers and money in simple, highly familiar situations - VU22353 Recognise, give and follow simple and familiar directions - VU22354 Recognise measurements in simple, highly familiar situations - VU22355 Recognise shape and design in simple, highly familiar situations - VU22356 Recognise and locate simple numerical information in short, simple highly familiar texts - VU22357 Recognise and locate numerical information in simple, highly familiar tables and graphs • 22476VIC Certificate I in General Education for Adults (Introductory) <ul style="list-style-type: none"> - VU22358 Develop learning goals - VU22383 Identify common digital media - VU22359 Conduct a project with guidance - VU22369 Work with simple numbers and money in familiar situations - VU22370 Work with simple measurements in familiar situations - VU22372 Work with and interpret simple numerical information in familiar texts • 22472VIC Certificate I in General Education for Adults <ul style="list-style-type: none"> - VU22384 Develop and document a learning plan and portfolio - VU22402 Undertake a simple investigation of health and well being - VU22395 Work with a range of numbers and money in familiar and routine situations - VU22397 Work with measurement in familiar and routine situations - VU22398 Work with and interpret statistical information in familiar and routine texts - VU22399 Work with design and shape in familiar and routine situations - VU22400 Work with and interpret numerical information in familiar and routine texts - VU22385 Plan and undertake a project • 22473VIC Certificate II in General Education for Adults <ul style="list-style-type: none"> - VU22411 Research pathways and produce a learning plan and portfolio - VU22412 Implement and review a project - VU22422 Investigate and interpret shapes and measurements and related formulae - VU22423 Investigate numerical and statistical information - VU22424 Investigate and use simple mathematical formulae and problem solving techniques • 22474VIC Certificate III in General Education for Adults <ul style="list-style-type: none"> - VU22446 Design and review a project • 22447VIC Certificate I in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> - VU22099 Recognise and interpret safety signs and symbols - VU22098 Recognise and use basic mathematical symbols and processes - VU22106 Use recipes to prepare food • 22448VIC Certificate II in Mumgu-dhal tyama-tiyt |
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| | <ul style="list-style-type: none"> - VU22116 Develop written job application skills - VU22117 Develop job interview skills • 22449VIC Certificate III in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> - VU22122 Respond to an advertised job • 22317VIC Certificate IV in Liberal Arts <ul style="list-style-type: none"> - VU21884 Analyse stories / narratives within cultures - VU21881 Apply essential further study skills - VU21887 Analyse texts in their cultural context • 22313VIC Certificate IV in Tertiary Preparation <ul style="list-style-type: none"> - VU21870 Participate in online collaborative learning - VU21867 Participate in collaborative learning • 22442VIC Certificate IV in Science <ul style="list-style-type: none"> - VU22073 Research scientific fields of study - VU22072 Apply essential further study skills for science |
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| 6. Course accrediting body | Victorian Registration and Qualifications Authority |

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| 7. AVETMISS information | <p>ANZSCO Code – GEN19 General Education – not occupationally specific</p> <p>ASCED Code – 0915 Language and Literature</p> <p>National course codes –</p> <p>22482VIC</p> <p>22483VIC</p> <p>22484VIC</p> <p>22485VIC</p> <p>22486VIC</p> <p>22487VIC</p> <p>22488VIC</p> <p>22489VIC</p> <p>22490VIC</p> <p>22491VIC</p> <p>22492VIC</p> |
| 8. Period of accreditation | <p>1 January 2019 to 31 December 2023</p> |

Section B: Course information

| 1. Nomenclature | Standard 1 AQTF Standards for Accredited Courses |
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| 1.1 Name of the qualification | <p>Course in Initial EAL*</p> <p>Course in EAL</p> <p>Certificate I in EAL (Access)</p> <p>Certificate II in EAL (Access)</p> <p>Certificate III in EAL (Access)</p> <p>Certificate IV in EAL (Access)</p> <p>Certificate II in EAL (Employment)</p> <p>Certificate III in EAL (Employment)</p> <p>Certificate IV in EAL (Employment / Professional)</p> <p>Certificate III in EAL (Further Study)</p> <p>Certificate IV in EAL (Further Study)</p> <p>*English as an Additional Language</p> |
| 1.2 Nominal duration of the course | <p>22482VIC Course in Initial EAL: 430 hours</p> <p>22483VIC Course in EAL: 440 hours</p> <p>22484VIC Certificate I in EAL (Access): 382 – 500 hours</p> <p>22485VIC Certificate II in EAL (Access): 412 – 505 hours</p> <p>22486VIC Certificate III in EAL (Access): 410 – 500 hours</p> <p>22487VIC Certificate IV in EAL (Access): 470 – 610 hours</p> <p>22488VIC Certificate II in EAL (Employment): 319 – 435 hours</p> <p>22489VIC Certificate III in EAL (Employment): 318 – 440 hours</p> <p>22490VIC Certificate IV in EAL (Employment / Professional): 350 – 555 hours</p> <p>22491VIC Certificate III in EAL (Further Study): 430 – 530 hours</p> <p>22492VIC Certificate IV in EAL (Further Study): 460 – 540 hours</p> |
| 2. Vocational or educational outcomes | Standard 1 AQTF Standards for Accredited Courses |
| 2.1 Purpose of the course | <p>The EAL Framework was developed to prepare adults learning English as an Additional Language for a range of educational and vocational pathways. The Framework consists of 11 courses including 2 Courses in and a range of AQF qualifications across the areas of Access, Employment/Professional and Further Study. The qualifications are designed for the diverse range of adult learners of English as an additional language needing to develop their English language proficiency skills in order to access a wide range of further education, training, employment and community participation contexts. The language proficiency and cultural knowledge and skills levels at the different AQF levels reflect the developmental nature of English language learning and acknowledge that learners may need to access one or more courses in the Framework to develop and</p> |

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| | <p>consolidate English language skills, cultural knowledge and prepare for entry to education or employment.</p> <p>The courses enable participants with a mixed language skill profile, for example, with strong speaking and listening skills but no or limited literacy skills to focus on specific areas of need through flexible packaging rules. The EAL Framework is made up of the following courses:</p> <p>The Course in Initial EAL is a new course for pre-literate students arriving from conflict zones and refugee camps who have experienced different levels of trauma. While this is a diverse group, many arrive in Australia with severely interrupted education and little or no previous education or learning experiences. These pre arrival experiences influence their ability to settle in Australia and apply the skills required to learn a new language. These learners need to develop an identity as a learner and establish learning routines. They need to develop basic decoding and encoding skills and handwriting skills such as copying and hand-eye coordination.</p> <p>The Course in EAL is designed for EAL participants who have little prior educational experience or whose circumstances have resulted in disrupted education and who need to develop initial level basic English speaking, listening, reading and writing, numeracy and learning skills prior to accessing further English language education and possible employment.</p> <p>Certificate I in EAL (Access) outcomes focus on the development of English language speaking, listening, reading and writing skills directly related to immediate personal and social needs together with electives selected to develop relevant social, settlement and numeracy skills and knowledge. The purpose of this qualification is preparation for participation in further English language study or vocational training which may include English language support or employment.</p> <p>Certificate II in EAL (Access) outcomes focus on the development of English language speaking, listening, reading and writing skills together with electives selected to develop relevant knowledge and skills for simple everyday communication and community participation and to enable participants to move into further English language education or vocational training or a combination of both, or employment.</p> <p>Certificate II in EAL (Employment) outcomes focus on the development of English language speaking, listening, reading and writing skills and knowledge in the context of the Australian workplace. Participants may have differing levels of work experience and in diverse contexts prior to coming to Australia. Others will have had no workplace experience. The qualification includes outcomes focussing on preparation for employment, employability skills, literacy skills including digital literacy skills, and awareness of basic workplace safety and work culture in the Australian context.</p> <p>Certificate III in EAL (Access) outcomes focus on the consolidation of English language speaking, listening, reading and writing skills so that participants can access a range of further and vocational education options which may require some specialisation. Participants include those who have been out of the workforce for a</p> |
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| | <p>period and wish to further develop English language skills and research pathway options or seek employment.</p> <p>Certificate III in EAL (Employment) outcomes focus on the consolidation of English language speaking, listening, reading writing skills and literacy skills including digital literacy skills for the Australian workplace. Outcomes include electives to develop technical, and workplace skills and knowledge to participate safely and communicate effectively in the workplace. Participants may have prior work experience either overseas or in Australia and wish to access similar work or prepare for new employment options as work roles change.</p> <p>Certificate III in EAL (Further Study) outcomes focus on the consolidation of English speaking and listening, reading, writing and study skills to participate in a range of Australian further study contexts. Outcomes include literacy skills including digital literacy skills and cultural and critical knowledge and skills together with knowledge and skills to access further education pathways. Participants may pathway to vocational or other education or to further English language courses.</p> <p>Certificate IV in EAL (Access) outcomes focus on the consolidation of advanced English language speaking and listening, reading and writing skills to access a range of community options. Outcomes include a range of complex communication skills and knowledge in English, literacy skills including digital literacy skills and a range of electives focussing on cultural knowledge and skills. The purpose of this qualification is to enable those seeking to further develop their existing knowledge and skills in English to participate effectively in the community, including leadership roles.</p> <p>Certificate IV in EAL (Further Study) outcomes are designed for those who require consolidation of advanced level English speaking and listening, reading, writing, literacy skills including digital literacy skills, and study skills in English prior to accessing a range of further study pathways including higher education. Participants include those who have already completed or partially completed further or higher education, those who wish to upgrade their qualifications and those wishing to enter higher level qualifications for the first time. The purpose of this course is to develop communication and research skills and knowledge at a complex level together with knowledge of the Australian education system. Outcomes are designed to support those who will use their existing skills and knowledge in their language in the workplace, for example as interpreters and providing bilingual support, to gain access to further training to support employment.</p> <p>Certificate IV in EAL (Employment/Professional) outcomes are designed for skilled, qualified and experienced workers who require high level speaking and listening, reading and writing skills in English, and literacy skills including digital literacy skills, to gain skilled jobs (such as various technical and IT jobs, in the medical or engineering professions), and for those seeking to access employment in specialised fields. Participants may have specialised knowledge and technical skills and need to develop a higher level of</p> |
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| | English language proficiency to successfully gain access to their field. |
| 3. Development of the course Standards 1 and 2 AQTF Standards for Accredited Courses | |
| 3.1 Industry / enterprise/ community needs | <p>The diverse courses in the EAL Framework provide pathways to further study, training and employment for a range of English language learners. These include relatively recent arrivals to Australia whose qualifications, job skills and educational experience can range from little or none to tertiary level. This includes refugees and asylum seekers and other 'at risk' learners who require a combination of life skills to settle in Australia, community engagement skills, employability skills and English language skills as preparation to enter further study or employment. A growing number of students are skilled migrants, and these numbers are likely to continue to rise in response to changing government policy.</p> <p>Adult Multicultural Education Services (AMES) defines Culturally and Linguistically Diverse (CALD) participants as those who have arrived relatively recently and have one or a number of the following attributes:</p> <ul style="list-style-type: none"> • Limited or no Australian work experience and networks • Limited or no knowledge/understanding of Australian workplace culture and systems • Low English communication skills and some pre-literate in first language • Overseas skills and experiences which are relevant but not necessarily easily translated and/or recognised in Australia • Overseas professional skills and qualifications which translate to the Australian workplace. (This group has good skills that employers want, but may need a little English language training and/or mentoring) (AMES 2010) <p>A report by the Federation of Ethnic Communities' Councils of Australia (FECCA) based on the needs of new and emerging communities in Shepparton Victoria identifies the expectation that members of New and Emerging Communities will access unskilled work and that there is a failure to recognise that these communities bring a diversity of skills and experiences with them. (FECCA: Community Perspectives on Settlement Issues Affecting New and Emerging Communities in Rural and Regional Australia (accessed November 23 2017))</p> <p>A number of learners are older migrants who have worked for a number of years in unskilled or semiskilled occupations and who are seeking to improve specific English language skills to enter new jobs. For example, they may have well developed speaking and listening skills, but require new skills in digital literacy, and reading and writing. This includes employed workers seeking to improve their work skills via higher level qualifications.</p> <p>Government Policy</p> <p>Foundation Skills for adults continue to be prominent in state and national VET policy. The EAL Framework supports the Victorian</p> |

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| | <p>Government's commitment to equip all Victorians with the English skills they need to participate in education, the workplace and community life in the 21st century. (Victorian Government's vision for English as an additional language in education and development settings 2015). The vision focuses on the principles of:</p> <ul style="list-style-type: none"> • Participation and inclusion • Diversity • Quality • Collaboration <p>The Framework also supports the expanded Victorian Asylum seeker VET program to provide accredited training to asylum seekers which includes the development of English language skills to participate in the community and to access further study. A report by the Australian Institute of Family Studies found that English language proficiency is a key determinant for positive social and economic outcomes for humanitarian migrants. English skills, engagement in education, and entrance into employment of recently arrived humanitarian migrants (2017) pg 2 accessed on November 23 2017</p> <p>The National Foundation Skills Strategy for Adults (NFSS) recognises the importance of developing foundation skills to improve employment opportunities and adapt to change, but also to enrich personal lives and community participation. It highlights the need for individuals to continually build and adapt their foundation skills for new contexts, technologies and purposes. It also identifies the need to respond flexibly to the diverse groups who need foundation skills development and recognises the need for courses to address the needs of various learner cohorts.</p> <p>A number of research reports have established that the employment of migrants in Australia is strongly correlated with their knowledge of and proficiency in the English language. Previous studies have found that migrants' employment prospects depend on both their levels of education and technical skills as well as their ability to communicate as needed in the receiving country's language. Proficiency in a country's main language is seen to be fundamental to achieving 'full participation' (Ager & Strang, 2008), McHugh, M., & Challinor, A. E. (2011). <i>Improving immigrants' employment prospects through Work-focused language instruction, Washington DC: Migration Policy Institute.</i></p> <p>An NCVER report states that 'many skilled migrants experience difficulties in finding employment in their occupational field'...'Reasons are likely to be that some migrants lack either everyday English skills or more specialised English skills specific to their occupation.' (Saunders, J. 2008 Skilled migration and the workforce: An overview Page 11).</p> <p>The impact of English language proficiency and workplace readiness on the employment outcomes of tertiary international students (Department of Education, Employment and Workplace Relations and Employment April 2009) also identifies English Language Proficiency as a key factor influencing access to skilled employment. Other studies have also established a link between English language proficiency and academic performance. Students' Proficiency in</p> |
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| | <p>English Language: Relationship with Academic Performance in Science and Technical Education American Journal of Educational Research (2013)</p> <p>The FECCA report referenced above identifies education and training including English language training as one of the key settlement issues faced by new and emerging communities in Shepparton. An AMES study of the work satisfaction of migrants arriving in Australia with low level English, approximately four years after arrival identified the impact of low level English on finding employment in Australia. Participants in the study described the barriers to employment that they encountered as a result of their English language skills.</p> <p>“I found it hard getting the job I have been expecting because of the lack of language skills and knowledge of work cultures in Australia, which made me feel very confused.” (Accounting graduate from Vietnam, female, has not worked in Australia) pg 14</p> <p><i>Finding satisfying work: The experiences of recent migrants with low level English (AMES Australia 2013)</i></p> <p>A report on migrant settlement outcomes by the Joint Standing Committee on Migration, identified English language proficiency as a key factor which affects the settlement outcomes of migrants.</p> <p><i>No one teaches you to become an Australian: Report of the inquiry into migrant settlement outcomes Joint Standing Committee on Migration (Dec 2017)</i></p> <p>The Committee received many submissions on the issue of English language education, from a range of organisations in both the government and non-government sectors including the Australian Council of TESOL Associations (ACTA). Inquiry respondents were unanimous that English language proficiency, or the ability to quickly and effectively acquire the English language, was an important factor in successful settlement outcomes.</p> <p>“Failure to [acquire English proficiency] affects school completion; further learning opportunities, employment prospects, civic participation and personal wellbeing” (Australian Council of TESOL Associations, Submission pg 49)</p> <p>Learner Diversity</p> <p>Research and consultation has identified the many different English language learners who enrol in the EAL courses.</p> <p>The diverse courses in the EAL Framework provide pathways to further study, training and employment for a range of English language learners. These include relatively recent arrivals to Australia whose qualifications, job skills and educational experience can range from little or none to tertiary level. This includes refugees and asylum seekers and other ‘at risk’ learners who require a combination of life skills to settle in Australia, community engagement skills, employability skills and English language skills as preparation to enter further study or employment.</p> |
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| | <p>A growing number of students are skilled migrants, and these numbers are likely to continue to rise in response to changing government policy.</p> <p>Other learner groups include:</p> <ul style="list-style-type: none"> • those who have immigrated to Australia and are longer term residents returning to study, to improve their English skills after having previously worked in low skilled jobs or having been out of the workforce • Indigenous Australians who are learning English as an additional language or dialect <p>Methodology</p> <p>A number of activities were undertaken to establish the current and projected need for the courses and included:</p> <ul style="list-style-type: none"> • Analysis of enrolment data for the period 2014 to 2017 • Desktop review of literature • Conduct of an online survey of providers • Conduct of a practitioner focus group • Consultation with the EAL Curriculum Advisory Group • Analysis of responses from individual providers • Analysis of learner feedback • Consideration of recommendations from the 2016 mid cycle review of the Framework <p>Contexts of use</p> <p>The EAL Framework is used across a number of educational settings including Adult & Community Education (ACE), TAFE and private RTOs in Victoria and nationally. Many RTOs deliver a combination of qualifications across the Framework. The use of the EAL Framework is likely to increase due to the changes made as part of the Adult Migrant Education Program (AMEP). Providers are now able to use curricula other than the Certificates in Spoken and Written English (CSWE) to deliver their programs. A number of providers have indicated that they plan to use the EAL framework to deliver this program.</p> <p>Enrolment data</p> <p>Overall enrolment trends across both Government funded and Fee for Service have remained relatively constant between 2014 and 2017. The trend data for government funded course enrolments across the Framework presented in the table below indicates generally steady enrolments across most courses of the Framework with some slight decreases. Exceptions include the 22252VIC Certificate II in EAL (Employment) which experienced a marked decrease between 2014 and 2017 as well as the 22255VIC Certificate III in EAL (Further Study). The 22259VIC Course in EAL was the only course to experience a significant increase. The 22250VIC Certificate I in EAL (Access) and the 22251VIC Certificate II in EAL (Access) have the largest number of government funded enrolments. The data below shows Government funded enrolments</p> |
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in the EAL Framework between 2014 and 2017. (Source: Department of Education and Training)

EAL Framework Government Funded Enrolments by year

| | | 2014 | 2015 | 2016 | 2017 |
|----------|---|--------|--------|-------|-------|
| 22250VIC | Certificate I in EAL (Access) | 3,078 | 4,119 | 2,869 | 2,882 |
| 22251VIC | Certificate II in EAL (Access) | 2,193 | 2,608 | 1,795 | 1,456 |
| 22252VIC | Certificate II in EAL (Employment) | 707 | 486 | 683 | 260 |
| 22253VIC | Certificate III in EAL (Access) | 956 | 753 | 554 | 628 |
| 22254VIC | Certificate III in EAL (Employment) | 236 | 268 | 312 | 162 |
| 22255VIC | Certificate III in EAL (Further Study) | 778 | 659 | 553 | 369 |
| 22256VIC | Certificate IV in EAL (Access) | 310 | 237 | 246 | 205 |
| 22257VIC | Certificate IV in EAL (Employment / Professional) | 656 | 829 | 565 | 664 |
| 22258VIC | Certificate IV in EAL (Further Study) | 438 | 345 | 369 | 296 |
| 22259VIC | Course in EAL | 917 | 1,599 | 501 | 1,213 |
| | Government funded total | 10,269 | 11,903 | 8,447 | 8,135 |

There is also substantial Fee for Service activity across a number of courses including the 22250VIC Certificate I in EAL (Access), 22259VIC Course in EAL, the two Further Study qualifications and the 22252VIC Certificate II in EAL (Employment). The data below shows total Fee for Service enrolments in the Framework between 2014 and 2017 across Certificates. (Source: Department of Education and Training)

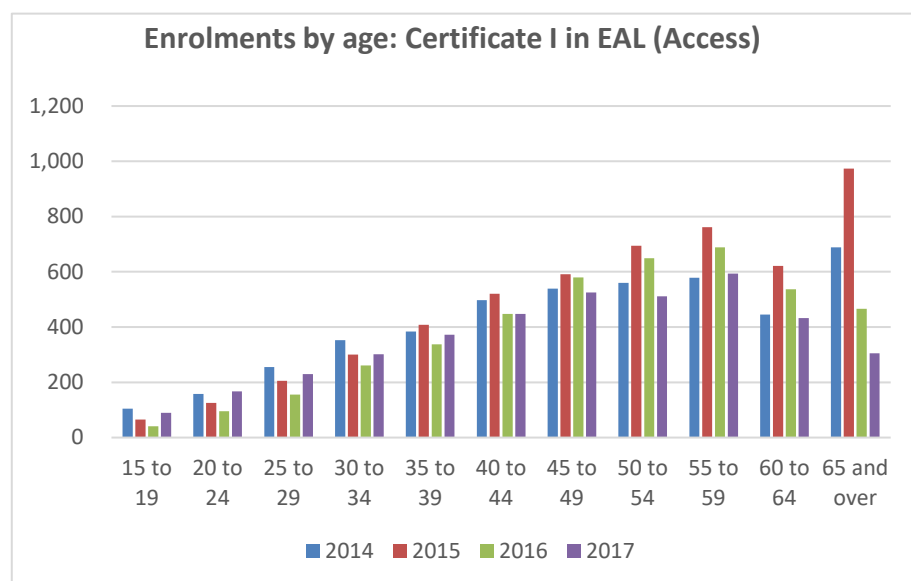
EAL Framework Fee for Service Enrolments by year

| | | 2014 | 2015 | 2016 | 2017 |
|----------|---|-------|-------|-------|-------|
| 22250VIC | Certificate I in EAL (Access) | 1,485 | 1,140 | 1,371 | 1,084 |
| 22251VIC | Certificate II in EAL (Access) | 430 | 455 | 358 | 192 |
| 22252VIC | Certificate II in EAL (Employment) | 769 | 196 | 303 | 455 |
| 22253VIC | Certificate III in EAL (Access) | 217 | 121 | 114 | 279 |
| 22254VIC | Certificate III in EAL (Employment) | 216 | 195 | 159 | 231 |
| 22255VIC | Certificate III in EAL (Further Study) | 486 | 1,031 | 790 | 346 |
| 22256VIC | Certificate IV in EAL (Access) | 2 | 1 | 2 | 10 |
| 22257VIC | Certificate IV in EAL (Employment / Professional) | 150 | 245 | 150 | 132 |
| 22258VIC | Certificate IV in EAL (Further Study) | 204 | 418 | 558 | 400 |
| 22259VIC | Course in EAL | 684 | 747 | 1,186 | 1,020 |

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|--|-----------------------|---------------|---------------|---------------|---------------|
| | Fee for Service Total | 4,643 | 4,549 | 4,991 | 4,149 |
| | Grand Total | 14,912 | 16,452 | 13,438 | 12,284 |

Learner profiles

As shown above, the current EAL learner cohort is accessing EAL accredited courses across all levels and streams. Enrolment trends indicate a large number of mature aged learners over 35 in the Certificates I and II (Access) as well as the Course in EAL while the Certificates III and IV in Further Study indicate a younger cohort. The Certificate IV in EAL (Employment / Professional) indicates a cohort concentrated between the ages of 25 and 44. The graph below shows enrolments by age for the Certificate I in EAL (Access). (Source: Department of Education and Training)



Consultations

EAL Practitioner Focus Group

A focus group of EAL practitioners representing public, private and community training providers was held on 24 October, 2017. There were 16 participants who discussed the ways in which the Framework supported learner outcomes and suggested changes that could be made to the course structures or the units of the Framework. The group confirmed the need for the courses in the Framework and their role in providing outcomes and pathways for diverse groups of learners. Some participants indicated that the profile of their cohorts had changed. This included:

- learners experiencing recent trauma including those with higher levels of education
- more mature aged learners and long term residents
- learners with a specific skill set who require retraining such as those from the auto industry
- younger learners from Europe who are looking to develop their English language skills to access work

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| | <ul style="list-style-type: none"> • professional and skilled migrants from the subcontinent <p>Participants identified a range of pathways accessed by learners. These included vocational areas such as:</p> <ul style="list-style-type: none"> • childcare • aged care • disability • hospitality • painting and decorating <p>Other learners accessed higher level qualifications in VET such as diplomas with a view to accessing degree level courses.</p> <p>Curriculum Advisory Group</p> <p>The EAL Curriculum Advisory Group is made up of TAFE and Learn Local representatives and provides advice on the implementation of the EAL Framework. The Advisory group met to provide feedback on a number of issues (see key themes).</p> <p>Online Survey of Providers</p> <p>EAL providers were invited to provide feedback via an online survey. 16 responses were received with 73% coming from TAFE providers. Respondents delivered a range of qualifications often delivering a combination of qualifications. Feedback was provided on the following:</p> <ul style="list-style-type: none"> • student outcomes • gaps in the curriculum • structure of qualifications • potential new units <p>Learner feedback</p> <p>156 learners responded to a survey about their experiences with the EAL Framework. Survey respondents represented a range of cultural and educational backgrounds and ranged from recent arrivals, who had completed their initial AMEP programs, to longer term Australian residents who are now returning to study to improve their English skills after having previously worked and raised families. A number of learners came from Afghanistan, Iran, Iraq, Syria, Somalia and South Sudan with a number also coming from Vietnam. Learners provided feedback on the EAL courses they were completing or had completed and their reasons for doing so. They also identified pathways they hoped to access as a result of their English language studies.</p> <p>Individual feedback</p> <p>Feedback was also received from individual providers and related to unit content and consistency.</p> <p>Key themes</p> <p>The following key themes have emerged from the research and consultation phase to date:</p> |
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|--------------------|---|--------------------|--|----------------|-------------------------------|--------------------|-------------------------------|-------------|------------------------------|------------|---------------------------|---------------|------------------------------|
| | <ul style="list-style-type: none"> • The EAL curriculum needs to continue to cater for the diverse range of learners including low literacy learners and include a range of outcomes for oral language and reading and writing development together with employment and further study skills in a variety of local contexts. • The continuing importance of maintaining flexibility in the overall structure of the EAL curriculum so it can meet the requirements of a changing range of learner groups with varying goals, skill levels, and educational backgrounds to access a range of pathways. Feedback from stakeholders indicates that the current EAL Framework has this flexibility and allows learners to access a range of pathways <p>The language content of the units needs to provide relevant outcomes. Feedback from stakeholders indicates that the language content of the EAL courses is still relevant, although some additional areas may need consideration to reflect the needs of changing cohorts. This includes the following:</p> <ul style="list-style-type: none"> • review the content and size of the Course in EAL to determine its suitability to meet the needs of pre-literate and oral learners • make digital literacy explicit in the Course in EAL • strengthen the explicit focus on diversity throughout the Framework particularly in the Employment stream • investigate need for units based on changing settlement needs • include more numeracy in the framework • required Skills and Knowledge across all units are currently presented as Required Linguistic Knowledge and Skills and Required Sociolinguistic and Cultural Knowledge and Skills. This needs to be reviewed in terms of content and scope • review prominence of the instructional genre across language units to determine whether it limits the range of language skills developed • review the learning plan units for their alignment with the intent of the EAL Framework. <p>The reaccreditation of the Certificates was guided by a PSC comprised of the following members:</p> <table border="0"> <tr> <td>Meg Cotter (Chair)</td><td>Co-President Victorian Adult and Basic Education Council Wyndham Community & Education Centre</td></tr> <tr> <td>Shem Macdonald</td><td>Vic TESOL/La Trobe University</td></tr> <tr> <td>Angela Di Sciascio</td><td>EAL Curriculum Advisory group</td></tr> <tr> <td>Sandra Volk</td><td>Sunraysia TAFE(regional rep)</td></tr> <tr> <td>Fiona Xaiz</td><td>Linda Wyse and Associates</td></tr> <tr> <td>Cate O' Dwyer</td><td>Learning Skills Advisor RMIT</td></tr> </table> | Meg Cotter (Chair) | Co-President Victorian Adult and Basic Education Council Wyndham Community & Education Centre | Shem Macdonald | Vic TESOL/La Trobe University | Angela Di Sciascio | EAL Curriculum Advisory group | Sandra Volk | Sunraysia TAFE(regional rep) | Fiona Xaiz | Linda Wyse and Associates | Cate O' Dwyer | Learning Skills Advisor RMIT |
| Meg Cotter (Chair) | Co-President Victorian Adult and Basic Education Council Wyndham Community & Education Centre | | | | | | | | | | | | |
| Shem Macdonald | Vic TESOL/La Trobe University | | | | | | | | | | | | |
| Angela Di Sciascio | EAL Curriculum Advisory group | | | | | | | | | | | | |
| Sandra Volk | Sunraysia TAFE(regional rep) | | | | | | | | | | | | |
| Fiona Xaiz | Linda Wyse and Associates | | | | | | | | | | | | |
| Cate O' Dwyer | Learning Skills Advisor RMIT | | | | | | | | | | | | |

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| | <p>Skills and Knowledge Profile</p> <p>A Skills and Knowledge Profile was developed following discussion with and advice from the PSC. The profile was then validated and used to guide the redevelopment of the curriculum.</p> <p>The Courses in the EAL Framework:</p> <ul style="list-style-type: none"> • do not duplicate, by title or coverage, the outcomes of an endorsed training package qualification • are not a subset of a single training package qualification that could be recognised through one or more statements of attainment or a skill set • do not include units of competency additional to those in a training package qualification that could be recognised through statements of attainment in addition to the qualification • do not comprise units that duplicate units of competency of a training package qualification. |
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| <p>3.2 Review for re-accreditation</p> | <p>As per the Standards for Accredited courses, a mid cycle review was conducted in 2016. Feedback included the following:</p> <ul style="list-style-type: none"> • catering for students who are pre-literate and have no prior education, especially if they are older • reviewing required skills and knowledge for each unit • inclusion of more digital skills across qualifications <p>Transition</p> <p>The 22483VIC Course in EAL replaces and is equivalent to 22259VIC Course in EAL. There can be no new enrolments in the 22259VIC after 31 December 2018</p> <p>The 22484VIC Certificate I in EAL (Access) replaces and is equivalent to 22250VIC Certificate I in EAL (Access). There can be no new enrolments in the 22250VIC after 31 December 2018</p> <p>The 22485VIC Certificate II in EAL (Access) replaces and is equivalent to 22251VIC Certificate II in EAL (Access). There can be no new enrolments in the 22251VIC after 31 December 2018</p> <p>The 22486VIC Certificate III in EAL (Access) replaces and is equivalent to 22253VIC Certificate III in EAL (Access). There can be no new enrolments in the 22253VIC after 31 December 2018.</p> <p>The 22487VIC Certificate IV in EAL (Access) replaces and is equivalent to 22256VIC Certificate IV in EAL (Access). There can be no new enrolments in the 22256VIC after 31 December 2018.</p> <p>The 22488VIC Certificate II in EAL (Employment) replaces and is equivalent to 22252VIC Certificate II in EAL (Employment). There can be no new enrolments in the 22252VIC after 31 December 2018</p> <p>The 22489VIC Certificate III in EAL (Employment) replaces and is equivalent to 22254VIC Certificate III in EAL (Employment). There can be no new enrolments in the 22254VIC after 31 December 2018</p> <p>The 22490VIC Certificate IV in EAL (Employment / Professional) replaces and is equivalent to 22257VIC Certificate IV in EAL (Employment / Professional). There can be no new enrolments in the 22257VIC after 31 December 2018.</p> <p>The 22491VIC Certificate III in EAL (Further Study) replaces and is equivalent to 22255VIC Certificate III in EAL (Further Study). There can be no new enrolments in the 22255VIC after 31 December 2018.</p> <p>The 22492VIC Certificate IV in EAL (Further Study) replaces and is equivalent to 22258VIC Certificate IV in EAL (Further Study). There can be no new enrolments in the 22258VIC after 31 December 2018.</p> <p>The following table identifies the relationship between units from the previous courses and current courses.</p> |
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| Current Code and Title | | Superseded Code and Title | | Relationship |
|------------------------|---|---------------------------|---|----------------|
| VU22578 | Recognise letters of the alphabet and their sounds | N/A | N/A | New unit |
| VU22579 | Use strategies to participate in learning | N/A | N/A | New unit |
| VU22580 | Recognise and copy extremely familiar words | N/A | N/A | New unit |
| VU22581 | Participate in extremely familiar spoken exchanges | N/A | N/A | New unit |
| VU22582 | Recognise and copy numbers from 1 to 100 | N/A | N/A | New unit |
| VU22584 | Develop language learning objectives with support | VU21430 | Develop a language learning plan with support | Not equivalent |
| VU22585 | Use beginning language learning strategies with support | VU21431 | Use beginning language learning strategies with support | Equivalent |
| VU22586 | Communicate basic personal details and needs | VU21432 | Communicate basic personal details and needs | Equivalent |
| VU22587 | Give and respond to basic information and instructions | VU21433 | Give and respond to basic information and instructions | Equivalent |
| VU22588 | Read and write short basic messages and forms | VU21434 | Read and write short basic messages and forms | Equivalent |
| VU22589 | Read and write short, basic factual texts | VU21435 | Read and write short, basic factual texts | Equivalent |
| VU22590 | Plan language learning with support | VU21454 | Plan language learning with support | Equivalent |
| VU22591 | Participate in short simple exchanges | VU21451 | Participate in short simple exchanges | Equivalent |
| VU22592 | Give and respond to short, simple spoken instructions and information | VU21450 | Give and respond to short, simple verbal instructions and information | Equivalent |
| VU22593 | Read and write short simple messages and forms | VU21449 | Read and write short simple messages and forms | Equivalent |
| VU22594 | Read and write short, simple informational and instructional texts | VU21448 | Read and write short, simple informational and instructional texts | Equivalent |
| VU22595 | Read and write short, simple descriptive and narrative texts | VU21447 | Read and write short, simple descriptive and narrative texts | Equivalent |
| VU22601 | Participate in simple conversations and transactions | VU21456 | Participate in simple conversations and transactions | Equivalent |
| VU22602 | Give and respond to simple spoken information and directions | VU21457 | Give and respond to simple verbal information and directions | Equivalent |

| Current Code and Title | | Superseded Code and Title | | Relationship |
|------------------------|---|---------------------------|---|----------------|
| VU22603 | Read and write simple personal communications and transactional texts | VU21458 | Read and write simple personal communications and transactional texts | Equivalent |
| VU22604 | Read and write simple instructional and informational texts | VU21459 | Read and write simple instructional and informational texts | Equivalent |
| VU22605 | Read and write simple descriptive and narrative texts | VU21460 | Read and write simple descriptive and narrative texts | Equivalent |
| VU22610 | Engage in casual conversations and straightforward spoken transactions | VU21465 | Engage in casual conversations and straightforward transactions | Equivalent |
| VU22611 | Give and respond to a range of straightforward information and instructions | VU21466 | Give and respond to a range of straightforward information and instructions | Equivalent |
| VU22612 | Read and write straightforward communications and transactional texts | VU21467 | Read and write straightforward communications and transactional texts | Equivalent |
| VU22613 | Read and write straightforward informational and instructional texts | VU21468 | Read and write straightforward informational and instructional texts | Equivalent |
| VU22614 | Read and write straightforward descriptive and narrative texts | VU21469 | Read and write straightforward descriptive and narrative texts | Equivalent |
| VU22619 | Analyse and participate in complex conversations | VU21474 | Analyse and participate in complex conversations | Equivalent |
| VU22620 | Give and respond to a wide range of oral presentations and instructions | VU21475 | Give and respond to a wide range of oral presentations and instructions | Equivalent |
| VU22621 | Read and write complex communications and transactional texts | VU21476 | Read and write complex communications and transactional texts | Equivalent |
| VU22622 | Read and write complex instructions and advisory texts | VU21477 | Read and write complex instructions and advisory texts | Equivalent |
| VU22623 | Read and write complex creative texts | VU21478 | Read and write complex creative texts | Equivalent |
| VU22640 | Give straightforward oral presentations for study purposes | VU21499 | Give straightforward oral presentations for further study | Equivalent |
| VU22641 | Participate in a range of straightforward interactions for study purposes | VU21500 | Participate in a range of straightforward interactions for further study | Equivalent |
| VU22642 | Read and write straightforward texts for study purposes | VU21501 | Read and write straightforward texts for research purposes | Not Equivalent |

| Current Code and Title | | Superseded Code and Title | | Relationship |
|------------------------|---|---------------------------|---|----------------|
| VU22642 | Read and write straightforward texts for study purposes | VU21502 | Analyse and produce straightforward texts relevant to further study | Not Equivalent |
| VU22643 | Listen and take notes for study purposes | VU21503 | Listen and take notes for research | Equivalent |
| VU22644 | Use language analysis strategies and study skills | VU21504 | Use language analysis strategies and study skills | Equivalent |
| VU22645 | Give complex presentations for study purposes | VU21508 | Give complex presentations for further study | Equivalent |
| VU22646 | Participate in complex spoken discourse for study purposes | VU21509 | Analyse and participate in complex spoken discourse for further study | Equivalent |
| VU22647 | Take notes from complex spoken texts for study purposes | VU21510 | Take notes from complex aural texts for further study | Equivalent |
| VU22648 | Read and write complex texts for study purposes | VU21511 | Read and write complex texts for research purposes | Not Equivalent |
| VU22648 | Read and write complex texts for study purposes | VU21512 | Read and write complex texts for further study | Not equivalent |
| VU22649 | Use critical reading skills to analyse study tasks | VU21513 | Use critical reading and writing skills for further study | Not equivalent |
| VU22650 | Use language analysis skills to review own texts | VU21514 | Use language analysis skills to review own texts | Equivalent |
| VU22628 | Participate in simple conversations and transactions for employment | VU21483 | Participate in simple conversations and transactions for employment | Equivalent |
| VU22629 | Read and write simple texts for employment | VU21484 | Read and write simple texts for employment | Equivalent |
| VU22630 | Observe and report on activities in a workplace | VU21485 | Observe and report on activities in a workplace | Equivalent |
| VU22631 | Prepare to work effectively in an Australian workplace | VU21486 | Prepare to work effectively in an Australian workplace | Equivalent |
| VU22632 | Participate in a range of straightforward interactions for employment | VU21488 | Participate in a range of straightforward interactions for employment | Equivalent |
| VU22633 | Read and write straightforward texts for employment | VU21489 | Read and write straightforward texts for employment | Equivalent |
| VU22635 | Present and listen to complex oral presentations in an employment or professional context | VU21492 | Present and listen to complex oral presentations in an employment or professional context | Equivalent |

| Current Code and Title | | Superseded Code and Title | | Relationship |
|------------------------|--|---------------------------|--|--------------|
| VU22636 | Give and follow a range of complex instructions in an employment context | VU21493 | Give and follow a range of complex instructions in an employment context | Equivalent |
| VU22637 | Read and write complex texts for employment | VU21494 | Read and write complex texts for employment | Equivalent |
| VU22638 | Critically read and write formal letters and complex prose texts for professional purposes | VU21495 | Critically read and write formal letters and complex prose texts for professional purposes | Equivalent |
| VU22639 | Critically read, write and edit complex descriptive texts in a professional context | VU21496 | Critically read, write and edit complex descriptive texts in a professional context | Equivalent |
| VU22596 | Use basic digital technology language and skills | VU21446 | Use basic digital technology language and skills | Equivalent |
| VU22598 | Identify Australian leisure activities | VU21444 | Identify Australian leisure activities | Equivalent |
| VU22599 | Identify settlement options | VU21443 | Identify settlement options | Equivalent |
| VU22600 | Identify and access basic legal information | VU21442 | Identify and access basic legal information | Equivalent |
| VU22606 | Access the internet and email to develop language | VU21461 | Access the internet and email to develop language | Equivalent |
| VU22634 | Organise and participate in a practical placement | VU21490 | Organise and participate in a practical placement | Equivalent |
| VU22607 | Explore community services | VU21462 | Explore community options | Equivalent |
| VU22615 | Investigate issues in the Australian environment | VU21470 | Investigate issues in the Australian environment | Equivalent |
| VU22624 | Research features of Australian Government | VU21479 | Research features of Australian Government | Equivalent |
| VU22616 | Investigate features of the Australian legal system | VU21471 | Investigate features of the Australian legal system | Equivalent |
| VU22608 | Explore transport options | VU21463 | Explore transport options | Equivalent |
| VU22617 | Investigate features of the education system in Australia | VU21472 | Investigate features of the education system in Australia | Equivalent |
| VU22597 | Locate health and medical information | VU21445 | Locate health and medical information | Equivalent |
| VU22618 | Investigate Australian art and culture | VU21473 | Investigate Australian art and culture | Equivalent |

| Current Code and Title | | Superseded Code and Title | | Relationship |
|------------------------|--|---------------------------|--|--------------|
| VU22625 | Research the history of Aboriginal and/or Torres Strait Islander people in Australia | VU21480 | Research the history of Indigenous people in Australia | Equivalent |
| VU22626 | Research events in Australian history, post 1770 | VU21481 | Research events in Australian history, post 1770 | Equivalent |
| VU22609 | Explore current issues | VU21464 | Examine current issues | Equivalent |
| VU22627 | Research current issues | VU21482 | Research current issues | Equivalent |

| 4. Course outcomes Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses | |
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| 4.1 Qualification level | <p>The Course in EAL (Initial) and the Course in EAL meet an identified community need, but do not have the breadth, depth or volume of learning of a qualification.</p> <p>Certificate I in EAL (Access) is consistent with the criteria and specifications of the AQF Level I as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:</p> <p>Knowledge: Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through:</p> <ul style="list-style-type: none"> resources and strategies to support own English language learning English language structures and conventions to enable participation in short simple verbal transactions and exchanges, and to read and write short simple printed and digital texts relevant to own purposes knowledge of Australian culture to enable participation in short simple verbal transactions and exchanges, and to read and write short simple printed and digital texts, relevant to own purposes and appropriate to context basic communication technologies <p>Skills: Graduates at this level will have foundational cognitive, technical and communication skills to:</p> <ul style="list-style-type: none"> identify, develop and review a language learning plan with a support person participate in short simple verbal transactions and exchanges use a limited range of reading strategies to create meaning from short simple texts construct short simple texts with support use learning/ communication technology to communicate in English <p>Application of knowledge and skills</p> |

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| | <p>Graduates at this level will apply knowledge and skills to demonstrate some autonomy in highly structured and stable contexts and within narrow parameters through:</p> <ul style="list-style-type: none"> • identifying current language learning skills and planning future language skills development with an appropriate support person • participating in short simple verbal transactions and exchanges in English • locating, reading and interpreting specific information in short simple texts • writing short simple texts with support • applying digital literacy skills <p>The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured and unstructured learning activities such as:</p> <ul style="list-style-type: none"> • structured activities to develop English language listening and speaking, reading and writing knowledge and skills at ACSF Level 1 to enable more effective participation in those activities relevant to the learner • implementation of a language learning plan over time to enable learning goals to be reviewed and amended. <p>Certificate II in EAL (Access) and Certificate II in EAL (Employment)</p> <p>These qualifications are consistent with the criteria and specifications of the AQF Level 2 as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:</p> <p>Knowledge: Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning through knowledge of:</p> <ul style="list-style-type: none"> • resources and strategies to support own English language learning • English language structures and conventions to enable participation in simple verbal transactions and conversations, and to read and write simple printed and digital texts, relevant to own purposes and appropriate to audience • knowledge of Australian culture to enable participation in simple verbal transactions and conversations, and to read and write simple printed and digital texts relevant to own purposes and appropriate to context • basic communication technologies <p>Skills: Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:</p> <ul style="list-style-type: none"> • identify, develop and review a language learning plan, and maintain a portfolio, with guidance from a support person |
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| | <ul style="list-style-type: none"> • participate in simple verbal transactions and exchanges in English • give and respond to simple instructions and information • locate, read and interpret simple texts • write simple texts with support • use learning/ communication technology to communicate in English <p>Application of knowledge and skills: Graduates at this level will apply knowledge and skills to demonstrate some autonomy and limited judgement in structured and stable conditions and within narrow parameters through:</p> <ul style="list-style-type: none"> • planning and monitoring future English language skills development with guidance from an appropriate support person • participating in simple transactions and conversations in English • locating, reading and interpreting specific information in simple texts • writing simple texts with support • applying digital literacy skills <p>The volume of learning for this qualification is typically between 0.5 and 1 year and incorporates structured and unstructured learning activities such as:</p> <ul style="list-style-type: none"> • structured activities to develop English language listening and speaking, reading and writing knowledge and skills at ACSF Level 2 to enable more effective participation in those activities relevant to the learner • implementation and monitoring of a language learning plan over time to enable learning goals to be reviewed and amended. <p>Certificate III in EAL (Access) / Certificate III in EAL (Employment) and Certificate III in EAL (Further Study)</p> <p>These qualifications are consistent with the criteria and specifications of the AQF Level 3 as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:</p> <p>Knowledge: Graduates at this level will have factual, technical, procedural and theoretical knowledge in an area of work and learning through knowledge of:</p> <ul style="list-style-type: none"> • resources and strategies to support own English language learning • English language structures and conventions to enable participation in straightforward transactions, conversations and presentations, and to read and write routine printed and digital texts, relevant to own purposes and appropriate to audience |
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| | <ul style="list-style-type: none"> • knowledge of Australian culture to enable participation in straightforward transactions, conversations and presentations, and to read and write routine printed and digital texts, relevant to own purposes and appropriate to context • communication technologies <p>Skills: Graduates at this level will have a range of cognitive, technical and communication skills to select a range of methods, tools, materials and information to:</p> <ul style="list-style-type: none"> • develop and document and review a language learning plan in relation to identified goals, and evaluate progress in relation to goals • assemble and maintain a portfolio • participate in straightforward verbal transactions and exchanges in English • give and respond to straightforward instructions and information • select and apply reading strategies to interpret and analyse straightforward texts • write and complete straightforward texts with occasional support provided if requested • use learning/ communication technology to communicate in English <p>Application of knowledge and skills: Graduates at this level will demonstrate the application of knowledge and skills to:</p> <ul style="list-style-type: none"> • plan, review and revise future English language skills development • participate in straightforward verbal transactions and exchanges in English • select, read and interpret specific information in straightforward texts • write straightforward texts with support • apply digital literacy skills. <p>The volume of learning for this qualification is typically between 1 and 2 years and incorporates structured and unstructured learning activities such as:</p> <ul style="list-style-type: none"> • structured activities to develop English language listening and speaking, reading and writing knowledge and skills at ACSF Level 3 to enable more effective participation in those activities relevant to the learner • undertake investigations into pathway options to develop, implement and monitor a language learning plan over time to enable learning goals to be reviewed and amended. <p>Certificate IV in EAL (Access) / Certificate IV in EAL (Employment/ Professional) / Certificate IV in EAL (Further Study)</p> |
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| | <p>These qualifications are consistent with the criteria and specifications of the AQF Level 4 as outlined in the Australian Qualification Framework Second Edition January 2013, as follows:</p> <p>Knowledge: Graduates of a Certificate IV will have theoretical and practical knowledge and skills for specialised and / or skilled work and learning through knowledge of:</p> <ul style="list-style-type: none"> resources and strategies to support own English language learning English language structures and conventions to enable participation in complex extended verbal transactions, conversations and presentations, and to read and write complex printed and digital texts, relevant to own purposes and appropriate to audience knowledge of Australian culture to enable participation in complex extended verbal transactions, conversations and presentations, and to read and write complex printed and digital texts, relevant to own purposes and appropriate to context communication technologies <p>Skills: Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools and information to:</p> <ul style="list-style-type: none"> read and evaluate a range of information about potential pathway options develop, document and evaluate a learning plan according to identified processes select and evaluate types of evidence to assemble a portfolio participate in extended transactions and conversations in English present and respond to complex instructions and information apply research skills to locate and evaluate information relevant to own goals and purposes critically analyse complex texts write complex texts relevant to a range of purposes and audiences use a range of learning/ communication technology to communicate in English <p>Application of knowledge and skills: Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters by:</p> <ul style="list-style-type: none"> planning and monitoring future English language skills development in relation to identified pathways analysing and participating in complex verbal transactions and exchanges in English |
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| | <ul style="list-style-type: none">researching and analysing a range of information in complex textswriting complex textsapplying digital literacy skills. <p>The volume of learning for this qualification is typically between 0.5 and 2 years and incorporates structured and unstructured learning activities such as:</p> <ul style="list-style-type: none">structured activities to develop English language listening and speaking, reading and writing knowledge and skills at ACSF Level 4 to enable more effective participation in those activities relevant to the learnerresearch 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 | Refer to Appendix A for Employability Skills Summaries for each qualification. | | |
| 4.3 Recognition given to the course (if applicable) | Not Applicable | | |
| 4.4 Licensing/ regulatory requirements (if applicable) | Not Applicable | | |
| 5. Course rules Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses | | | |
| 5.1 Course structure | | | |
| 22482VIC Course in Initial EAL | | | |
| To be eligible for the 22482VIC Course in Initial EAL, learners must successfully complete a total of 6 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 title | Nominal hours |
| Core | | | |
| VU22578 | 120103 | Recognise letters of the alphabet and their sounds | 100 |
| VU22579 | 120103 | Use strategies to participate in learning | 70 |
| VU22580 | 120103 | Recognise and copy extremely familiar words | 80 |
| VU22581 | 120103 | Participate in extremely familiar spoken exchanges | 90 |

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| VU22582 | 120103 | Recognise and copy numbers from 1 to 100 | 80 |
| VU22383 | 120103 | Identify common digital media | 10 |
| Nominal Duration | | | 430 |

| 22483VIC Course in EAL | | | |
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| <p>To be eligible for the 22483VIC Course in EAL, learners must successfully complete a total of 9 units comprising:</p> <ul style="list-style-type: none"> • 1 Core unit • 3 Core Speaking and Listening units • 2 Core Reading and Writing units • 3 Numeracy units from the list below <p>A Statement of Attainment will be issued for any unit of competency completed if the full course is not completed.</p> | | | |
| Unit Code | Field of Education code | Unit Title | Nominal Hours |
| Core (1) | | | |
| VU22584 | 120103 | Develop language learning objectives with support | 30 |
| Core Speaking and Listening (3) | | | |
| VU22585 | 120103 | Use beginning language learning strategies with support | 55 |
| VU22586 | 120103 | Communicate basic personal details and needs | 70 |
| VU22587 | 120103 | Give and respond to basic information and instructions | 70 |
| Core Reading and Writing (2) | | | |
| VU22588 | 120103 | Read and write short basic messages and forms | 70 |
| VU22589 | 120103 | Read and write short, basic factual texts | 70 |
| Numeracy – Select 3 units | | | |
| VU22352 | 120103 | Recognise numbers and money in simple, highly familiar situations | 25 |
| VU22353 | 120103 | Recognise, give and follow simple and familiar directions | 25 |
| VU22354 | 120103 | Recognise measurements in simple, highly familiar situations | 25 |
| VU22355 | 120103 | Recognise shape and design in simple, highly familiar situations | 25 |
| VU22356 | 120103 | Recognise and locate simple numerical information in short, simple highly familiar texts | 25 |
| VU22357 | 120103 | Recognise and locate numerical information in simple, highly familiar tables and graphs | 25 |
| Nominal Duration | | | 440 |

| 22484VIC Certificate I in EAL (Access) | | | |
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| <p>To be eligible for the award of the 22484VIC Certificate I in EAL (Access) learners must successfully complete a total of 8 units comprising:</p> <p>1 core unit</p> <p>1 Speaking and Listening unit</p> <p>1 Reading and Writing unit</p> <p>2 Language Skills elective units which can be selected from Speaking and Listening and / or Reading and Writing units which have not been previously completed from:</p> <ul style="list-style-type: none"> • this qualification • the Course in EAL, and / or Certificate II qualifications in this EAL Framework. <p>3 electives which can be selected from the:</p> <ul style="list-style-type: none"> • General Electives listed in this qualification • General Electives listed in the Certificate II qualifications in this EAL Framework • units / modules which are first packaged in AQF level 1 and 2 qualifications in other accredited curricula and / or endorsed training packages. <p>A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.</p> | | | |
| Unit Code | Field of Education code | Unit Title | Nominal Hours |
| Core (1) | | | |
| VU22590 | 120103 | Plan language learning with support | 30 |
| Speaking and Listening – Select 1 unit | | | |
| VU22591 | 120103 | Participate in short simple exchanges | 80 |
| VU22592 | 120103 | Give and respond to short, simple spoken instructions and information | 80 |
| Reading and Writing – Select 1 unit | | | |
| VU22593 | 120103 | Read and write short simple messages and forms | 80 |
| VU22594 | 120103 | Read and write short, simple informational and instructional texts | 80 |
| VU22595 | 120103 | Read and write short, simple descriptive and narrative texts | 80 |
| Language Skills – Select 2 units not previously completed | | | |
| VU22591 | 120103 | Participate in short simple exchanges | 80 |

| 22484VIC Certificate I in EAL (Access) | | | |
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| VU22592 | 120103 | Give and respond to short, simple spoken instructions and information | 80 |
| VU22593 | 120103 | Read and write short simple messages and forms | 80 |
| VU22594 | 120103 | Read and write short, simple informational and instructional texts | 80 |
| VU22595 | 120103 | Read and write short, simple descriptive and narrative texts | 80 |
| General Electives – Select 3 units | | | |
| VU22596 | 120103 | Use basic digital technology language and skills | 50 |
| VU22597 | 120103 | Locate health and medical information | 50 |
| VU22598 | 120103 | Identify Australian leisure activities | 50 |
| VU22599 | 120103 | Identify settlement options | 50 |
| VU22600 | 120103 | Identify and access basic legal information | 50 |
| VU22099 | 120103 | Recognise and interpret safety signs and symbols | 10 |
| VU22098 | 120103 | Recognise and use basic mathematical symbols and processes | 20 |
| VU22106 | 120103 | Use recipes to prepare food | 10 |
| CHCVOL001 | 120505 | Be an effective volunteer | 25 |
| BSBITU101 | 080905 | Operate a personal computer | 20 |
| HLTAID010 | 069907 | Provide basic emergency life support | 12 |
| VU22359 | 120199 | Conduct a project with guidance | 20 |
| VU22369 | 120103 | Work with simple numbers and money in familiar situations | 30 |
| VU22370 | 120103 | Work with simple measurements in familiar situations | 30 |
| VU22372 | 120103 | Work with and interpret simple numerical information in familiar texts | 30 |
| Nominal duration | | | 382 – 500 |

| 22485VIC Certificate II in EAL (Access) | | | |
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| <p>To be eligible for the 22485VIC Certificate II in EAL (Access), learners must successfully complete a total of 8 units comprising:</p> <p>1 core unit</p> <p>1 Speaking and Listening unit</p> <p>1 Reading and Writing unit</p> <p>2 Language Skills elective units which can be selected from Speaking and Listening and / or Reading and Writing units which have not been previously completed from:</p> <ul style="list-style-type: none"> this qualification Certificate I, II and / or III qualifications in this EAL Framework. <p>3 electives which can be selected from the:</p> <ul style="list-style-type: none"> General Electives listed in this qualification General Electives listed in Certificate I, II and / or III qualifications in this EAL Framework units / modules which are first packaged in AQF level 2 or 3 qualifications in other accredited curricula and / or endorsed training packages. | | | |
| 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 Title | Nominal Hours |
| Core (1) | | | |
| VU22358 | 120103 | Develop learning goals | 20 |
| Speaking and Listening – Select 1 unit | | | |
| VU22601 | 120103 | Participate in simple conversations and transactions | 80 |
| VU22602 | 120103 | Give and respond to simple spoken information and directions | 80 |
| Reading and Writing – Select 1 unit | | | |
| VU22603 | 120103 | Read and write simple personal communications and transactional texts | 80 |
| VU22604 | 120103 | Read and write simple instructional and informational texts | 80 |
| VU22605 | 120103 | Read and write simple descriptive and narrative texts | 80 |
| Language Skills – Select 2 units not previously completed | | | |
| VU22601 | 120103 | Participate in simple conversations and transactions | 80 |
| VU22602 | 120103 | Give and respond to simple spoken information and directions | 80 |

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| VU22603 | 120103 | Read and write simple personal communications and transactional texts | 80 |
| VU22604 | 120103 | Read and write simple instructional and informational texts | 80 |
| VU22605 | 120103 | Read and write simple descriptive and narrative texts | 80 |
| General Electives – Select 3 units | | | |
| HLTAID010 | 069907 | Provide basic emergency life support | 12 |
| VU22395 | 120103 | Work with a range of numbers and money in familiar and routine situations | 30 |
| VU22397 | 120103 | Work with measurement in familiar and routine situations | 30 |
| VU22400 | 120103 | Work with and interpret numerical information in familiar and routine texts | 30 |
| VU22385 | 120199 | Plan and undertake a project | 30 |
| VU22606 | 120103 | Access the internet and email to develop language | 50 |
| VU22607 | 120103 | Explore community services | 50 |
| VU22608 | 120103 | Explore transport options | 50 |
| ICTICT103 | 080905 | Use, communicate and search securely on the internet | 50 |
| VU22609 | 120103 | Explore current issues | 55 |
| BSBITU201 | 080905 | Produce simple word processed documents | 60 |
| Nominal duration | | | 412 – 505 |

| 22486VIC Certificate III in EAL (Access) | | | |
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| <p>To be eligible for the 22486VIC Certificate III in EAL (Access), learners must successfully complete a total of 8 units comprising:</p> <p>1 Core unit</p> <p>1 Speaking and Listening unit</p> <p>1 Reading and Writing unit</p> <p>2 Language Skills elective units which can be selected from Speaking and Listening and / or Reading and Writing units which have not been previously completed from:</p> <ul style="list-style-type: none"> this qualification Certificate II, III and IV qualifications in this EAL Framework <p>3 electives which can be selected from the:</p> <ul style="list-style-type: none"> General Electives listed in this qualification General Electives listed in the Certificate II, III and IV qualifications in this EAL Framework. units / modules which are first packaged in AQF level 2, 3 or 4 qualifications in other accredited curricula and / or endorsed training packages. | | | |
| 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 Title | Nominal Hours |
| Core (1) | | | |
| VU22384 | 120103 | Develop and document a learning plan and portfolio | 20 |
| Speaking and Listening – Select 1 unit | | | |
| VU22610 | 120103 | Engage in casual conversations and straightforward spoken transactions | 80 |
| VU22611 | 120103 | Give and respond to a range of straightforward information and instructions | 80 |
| Reading and Writing – Select 1 unit | | | |
| VU22612 | 120103 | Read and write straightforward communications and transactional texts | 80 |
| VU22613 | 120103 | Read and write straightforward informational and instructional texts | 80 |
| VU22614 | 120103 | Read and write straightforward descriptive and narrative texts | 80 |
| Language Skills – Select 2 not previously completed | | | |

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| VU22610 | 120103 | Engage in casual conversations and straightforward transactions | 80 |
| VU22611 | 120103 | Give and respond to a range of straightforward information and instructions | 80 |
| VU22612 | 120103 | Read and write straightforward communications and transactional texts | 80 |
| VU22613 | 120103 | Read and write straightforward informational and instructional texts | 80 |
| VU22614 | 120103 | Read and write straightforward descriptive and narrative texts | 80 |
| General Elective – Select 3 units | | | |
| VU22615 | 120103 | Investigate issues in the Australian environment | 50 |
| VU22616 | 120103 | Investigate features of the Australian legal system | 50 |
| VU22617 | 120103 | Investigate features of the education system in Australia | 50 |
| VU22618 | 120103 | Investigate Australian art and culture | 50 |
| BSBLIB304 | 091301 | Develop and use information literacy skills | 40 |
| ICTWEB201 | 080905 | Use social media tools for collaboration and engagement | 20 |
| ICTICT203 | 080905 | Operate application software packages | 60 |
| VU22402 | 120199 | Undertake a simple investigation of health and well being | 20 |
| VU22412 | 120199 | Implement and review a project | 30 |
| VU22423 | 120103 | Investigate numerical and statistical information | 50 |
| VU22424 | 120103 | Investigate and use simple mathematical formulae and problem solving techniques | 50 |
| Nominal duration | | | 410 – 500 |

| 22487VIC Certificate IV in EAL (Access) | | | |
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| <p>To be eligible for the 22487VIC Certificate IV in EAL (Access), learners must successfully complete a total of 8 units comprising:</p> <p>1 core unit</p> <p>1 Speaking and Listening unit</p> <p>1 Reading and Writing unit</p> <p>2 Language Skills elective units which can be selected from Speaking and Listening and / or Reading and Writing units which have not been previously completed from:</p> <ul style="list-style-type: none"> • this qualification • Certificate III and / or IV qualifications in this EAL Framework <p>3 electives which can be selected from the:</p> <ul style="list-style-type: none"> • General Electives listed in this qualification • General Electives listed in the Certificate III and / or IV qualifications in this EAL Framework • units / modules which are first packaged in AQF level 3, 4 or 5 qualifications in other accredited curricula and / or endorsed training packages. | | | |
| 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 Title | Nominal Hours |
| Core (1) | | | |
| VU22411 | 120103 | Research pathways and produce a learning plan and portfolio | 20 |
| Speaking and Listening – Select 1 unit | | | |
| VU22619 | 120103 | Analyse and participate in complex conversations | 80 |
| VU22620 | 120103 | Give and respond to a wide range of oral presentations and instructions | 80 |
| Reading and Writing – Select 1 unit | | | |
| VU22621 | 120103 | Read and write complex communications and transactional texts | 80 |
| VU22622 | 120103 | Read and write complex instructions and advisory texts | 80 |
| VU22623 | 120103 | Read and write complex creative texts | 80 |
| Language Skills – Select 2 units not previously completed | | | |
| VU22619 | 120103 | Analyse and participate in complex conversations | 80 |
| VU22620 | 120103 | Give and respond to a wide range of oral presentations and instructions | 80 |

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| VU22621 | 120103 | Read and write complex communications and transactional texts | 80 |
| VU22622 | 120103 | Read and write complex instructions and advisory texts | 80 |
| VU22623 | 120103 | Read and write complex creative texts | 80 |
| General Elective – Select 3 units | | | |
| VU22624 | 120103 | Research features of Australian Government | 50 |
| VU22625 | 120103 | Research the history of Aboriginal and/or Torres Strait Islander people in Australia | 60 |
| VU22626 | 120103 | Research events in Australian history post 1770 | 60 |
| VU22627 | 120103 | Research current issues | 55 |
| VU21884 | 120199 | Analyse stories / narratives within cultures | 90 |
| VU21887 | 120199 | Analyse texts in their cultural context | 90 |
| VU21881 | 120105 | Apply essential further study skills | 90 |
| VU22446 | 120199 | Design and review a project | 40 |
| VU22072 | 120105 | Apply essential further study skills for science | 90 |
| VU22073 | 120105 | Research scientific fields of study | 40 |
| Nominal duration | | | 470 – 610 |

| 22488VIC Certificate II in EAL (Employment) | | | |
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| <p>To be eligible for the award of the 22488VIC Certificate II in EAL (Employment), learners must successfully complete a total of 8 units comprising:</p> <p>5 core units and</p> <p>3 electives which can be selected from units not previously completed from the:</p> <ul style="list-style-type: none"> elective units listed in this qualification units listed in Certificate I, II and / or III qualifications in this EAL Framework units / modules which are first packaged in AQF level 2 or 3 qualifications in other accredited curricula and / or endorsed training packages. | | | |
| <p>A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.</p> | | | |
| Unit Code | Field of Education code | Unit Title | Nominal Hours |
| Core (5) | | | |
| VU22358 | 120103 | Develop learning goals | 20 |
| VU22628 | 120103 | Participate in simple conversations and transactions for employment | 80 |
| VU22629 | 120103 | Read and write simple texts for employment | 80 |
| VU22630 | 120599 | Observe and report on activities in a workplace | 50 |
| VU22631 | 120599 | Prepare to work effectively in an Australian workplace | 50 |
| Electives – Select 3 units | | | |
| VU22116 | 120103 | Develop written job application skills | 20 |
| VU22117 | 120103 | Develop job interview skills | 20 |
| VU22608 | 120103 | Explore transport options | 50 |
| CPCCWHS1001 | 061301 | Prepare to work safely in the construction industry | 6 |
| BSBWHS201 | 061301 | Contribute to health and safety of self and others | 20 |
| BSBITU101 | 80905 | Operate a personal computer | 20 |
| BSBITU201 | 080905 | Produce simple word processed documents | 60 |
| SIRXIND001 | 120505 | Work effectively in a service environment | 45 |
| ICTICT106 | 080905 | Operate presentation packages | 25 |

| 22488VIC Certificate II in EAL (Employment) | | | |
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| VU22397 | 120103 | Work with measurement in familiar and routine situations | 30 |
| VU22398 | 120103 | Work with and interpret statistical information in familiar and routine texts | 30 |
| VU22399 | 120103 | Work with design and shape in familiar and routine situations | 30 |
| HLTAID011 | 069907 | Provide first aid | 18 |
| SITXFSA001 | 110111 | Use hygienic practices for food safety | 15 |
| Nominal duration | | | 319 – 435 |

| 22489VIC Certificate III in EAL (Employment) | | | |
|--|--------------------------------|--|----------------------|
| <p>To be eligible for the 22489VIC Certificate III in EAL (Employment), learners must successfully complete a total of 8 units comprising:</p> <p>3 core units and</p> <p>5 electives which can be selected from units not previously completed from the following:</p> <ul style="list-style-type: none"> elective units listed in this qualification Certificate II, III and / or IV qualifications in this EAL Framework units / modules which are first packaged in AQF levels 2, 3 and / or 4 in other accredited curricula and / or endorsed training packages. | | | |
| <p>A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.</p> | | | |
| Unit Code | Field of Education code | Unit Title | Nominal Hours |
| Core (3) | | | |
| VU22384 | 120103 | Develop and document a learning plan and portfolio | 20 |
| VU22632 | 120103 | Participate in a range of straightforward interactions for employment | 80 |
| VU22633 | 120103 | Read and write straightforward texts for employment | 80 |
| Elective – Select 5 units | | | |
| VU22634 | 120599 | Organise and participate in a practical placement | 50 |
| BSBCRT301 | 120599 | Develop and extend critical and creative thinking skills | 40 |
| BSBDIV301 | 120505 | Work effectively with diversity | 30 |
| BSBFLM303 | 120505 | Contribute to effective workplace relationships | 40 |
| BSBWHS201 | 061301 | Contribute to health and safety of self and others | 20 |
| BSBITU201 | 080905 | Produce simple word processed documents | 60 |
| ICTICT308 | 080905 | Use advanced features of computer applications | 40 |
| BSBINM201 | 120505 | Process and maintain workplace information | 30 |
| ICTICT210 | 080905 | Operate database applications | 40 |
| HLTAID011 | 069907 | Provide first aid | 18 |
| VU22422 | 120103 | Investigate and interpret shapes and measurements and related formulae | 50 |

| 22489VIC Certificate III in EAL (Employment) | | | |
|---|--------|---|------------------|
| VU22423 | 120103 | Investigate numerical and statistical information | 50 |
| VU22424 | 120103 | Investigate and use simple mathematical formulae and problem solving techniques | 50 |
| | | Nominal duration | 318 – 440 |

| 22490VIC Certificate IV in EAL (Employment / Professional) | | | |
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| <p>To be eligible for the 22490VIC Certificate IV in EAL (Employment / Professional), learners must successfully complete a total of 8 units comprising:</p> <p>2 Core units</p> <p>2 Specialisation units from either the Employment or the Professional Specialisation</p> <p>4 Elective units not previously completed from the following:</p> <ul style="list-style-type: none"> • General elective units listed in this qualification • Specialisation units listed in this qualification • Certificate III and / or IV qualifications in this EAL Framework • units / modules which are first packaged in AQF levels 3, 4 and / or 5 in other accredited curricula and / or endorsed training packages | | | |
| 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 Title | Nominal Hours |
| Core | | | |
| VU22619 | 120103 | Analyse and participate in complex conversations | 80 |
| VU22635 | 120103 | Present and listen to complex oral presentations in an employment or professional context | 80 |
| Employment Specialisation – Select 2 units | | | |
| VU22636 | 120103 | Give and follow a range of complex instructions in an employment context | 80 |
| VU22637 | 120103 | Read and write complex texts for employment | 80 |
| BSBWRT401 | 080901 | Write complex documents | 50 |
| TLIE4006 | 080901 | Collect, analyse and present workplace data and information | 30 |
| Professional Specialisation – Select 2 units | | | |
| VU22638 | 120103 | Critically read and write formal letters and complex prose texts for professional purposes | 80 |
| VU22639 | 120103 | Critically read, write and edit complex descriptive texts in a professional context | 80 |
| General Elective – Select 4 units | | | |
| VU22624 | 120103 | Research features of Australian Government | 50 |

| 22490VIC Certificate IV in EAL (Employment / Professional) | | | |
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| VU22627 | 120103 | Research current issues | 55 |
| BSBLIB407 | 091301 | Search library and information databases | 30 |
| BSBITU304 | 080905 | Produce spreadsheets | 35 |
| BSBINM301 | 080901 | Organise workplace information | 30 |
| BSBITU306 | 080905 | Design and produce business documents | 80 |
| BSBREL401 | 080509 | Establish networks | 35 |
| BSBLDR402 | 120505 | Lead effective workplace relationships | 50 |
| BSBWOR404 | 080305 | Develop work priorities | 40 |
| PSPGEN031 | 120501 | Undertake career planning | 30 |
| VU22122 | 120103 | Respond to an advertised job | 20 |
| Nominal duration | | | 350 – 555 |

| 22491VIC Certificate III in EAL (Further Study) | | | |
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| <p>To be eligible for the 22491VIC Certificate III in EAL (Further Study), learners must successfully complete a total of 8 units comprising:</p> <p>6 Core units and</p> <p>2 Elective units which can be selected from units not previously completed from the following:</p> <ul style="list-style-type: none"> elective units listed in this qualification units listed in Certificate II, III and / or IV qualifications in this EAL Framework units / modules which are first packaged in AQF levels 2, 3 and / or 4 in other accredited curricula and / or endorsed training packages. | | | |
| 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 Title | Nominal Hours |
| Core (6) | | | |
| VU22384 | 120103 | Develop and document a learning plan and portfolio | 20 |
| VU22640 | 120103 | Give straightforward oral presentations for study purposes | 80 |
| VU22641 | 120103 | Participate in a range of straightforward interactions for study purposes | 70 |
| VU22642 | 120103 | Read and write straightforward texts for study purposes | 120 |
| VU22643 | 120103 | Listen and take notes for study purposes | 45 |
| VU22644 | 120103 | Use language analysis strategies and study skills | 45 |
| Elective – Select 2 units | | | |
| BSBCRT301 | 120599 | Develop and extend critical and creative thinking skills | 40 |
| VU22617 | 120103 | Investigate features of the education system in Australia | 50 |
| VU22618 | 120103 | Investigate Australian art and culture | 50 |
| VU22615 | 120103 | Investigate issues in the Australian environment | 50 |
| VU22616 | 120103 | Investigate features of the Australian legal system | 50 |
| BSBLIB304 | 091301 | Develop and use information literacy skills | 40 |
| BSBADM302 | 080901 | Produce texts from notes | 60 |
| BSBITU302 | 080905 | Create electronic presentations | 20 |
| BSBITU303 | 080905 | Design and produce text documents | 90 |

| 22491VIC Certificate III in EAL (Further Study) | | | |
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| VU22412 | 120199 | Implement and review a project | 30 |
| VU22609 | 120103 | Explore current issues | 55 |
| VU22400 | 120103 | Work with and interpret numerical information in familiar and routine texts | 30 |
| Nominal duration | | | 430 – 530 |

| 22492VIC Certificate IV in EAL (Further Study) | | | |
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| <p>To be eligible for the 22492VIC Certificate IV in EAL (Further Study), learners must successfully complete a total of 9 units comprising:</p> <p>7 Core units</p> <p>2 Elective units not previously completed from:</p> <ul style="list-style-type: none"> elective units listed in this qualification Certificate III or IV qualifications in this EAL Framework unit which is first packaged in AQF levels 3, 4 or 5 in other accredited curricula and / or endorsed training packages | | | |
| <p>A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.</p> | | | |
| Unit Code | Field of Education code | Unit Title | Nominal Hours |
| Core (7) | | | |
| VU22411 | 120103 | Research pathways and produce a learning plan and portfolio | 20 |
| VU22645 | 120103 | Give complex presentations for study purposes | 80 |
| VU22646 | 120103 | Participate in complex spoken discourse for study purposes | 60 |
| VU22647 | 120103 | Take notes from complex spoken texts for study purposes | 50 |
| VU22648 | 120103 | Read and write complex texts for study purposes | 120 |
| VU22649 | 120103 | Use critical reading skills to analyse study tasks | 40 |
| VU22650 | 120103 | Use language analysis skills to review own texts | 40 |
| Electives- Select 2 units | | | |
| BSBLIB407 | 091301 | Search library and information databases | 30 |
| VU21881 | 120105 | Apply essential further study skills | 90 |
| VU21870 | 120199 | Participate in online collaborative learning | 30 |
| VU21867 | 120199 | Participate in collaborative learning | 30 |
| BSBRES401 | 080301 | Analyse and present research information | 40 |
| BSBITU303 | 080905 | Design and produce text documents | 90 |
| BSBITU302 | 080905 | Create electronic presentations | 20 |
| ICTICT308 | 080905 | Use advanced features of computer applications | 40 |

| 22492VIC Certificate IV in EAL (Further Study) | | | |
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| VU22073 | 120105 | Research scientific fields of study | 40 |
| VU22424 | 120103 | Investigate and use simple mathematical formulae and problem solving techniques | 50 |
| VU22627 | 120103 | Research current issues | 55 |
| VU22446 | 120199 | Design and review a project | 40 |
| Nominal duration | | | 460 – 540 |

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| 5.2 Entry requirements | <p>Entry to each EAL Course in / qualification must be determined according to the following criteria:</p> <ul style="list-style-type: none"> • a participant's current English language skills. (The Listening and Speaking and Reading and Writing units in the Framework will provide the basis for initial assessment processes and placement of participants at the appropriate proficiency level) • a participant's prior formal education experience, both overseas and in Australia • any prior EAL learning • a participant's learning and pathway needs including employability skills, literacies (digital and other literacies), and further educational and vocational training needs. <p>In the context of learner placement RTOs should take into consideration that EAL learners bring a range of different skills and abilities to the task of learning English and are at varying stages of English language acquisition when they begin learning English or arrive in Australia. EAL learners also have varying literacy skills in their first language/s. Many are well educated and have strong first language skills, which gives them a valuable foundation for building skills in English. Others encounter formal education for the first time in Victoria, and may not have sound literacy skills in any language. Furthermore, some EAL learners may be going through significant trauma resulting from refugee and pre-migration experiences, family separation, and subsequent settlement issues. All of these often overlapping factors affect how EAL learners engage in learning, and the support they need to be successful must be considered in EAL provision across all settings.</p> <p>A matrix comparing a range of EAL scales and accredited course exit levels is provided in Appendix D to assist in determining the most appropriate placement of learners according to their existing English language proficiency.</p> |
| 6. Assessment Standards 10 and 12 AQTF Standards for Accredited Courses | |
| 6.1 Assessment strategy | <p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> • Standard 1 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guidelines 4.1 and 4.2 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. |

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| | <p>In order to support achievement of meaningful outcomes at either the qualification or the individual unit level, an integrated approach to assessment is recommended to:</p> <ul style="list-style-type: none"> • 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. <p>While each course in the EAL Framework is aligned to an Australian Core Skills Framework (ACSF) level, any assessment that is intended to report against the ACSF level of a student must consider all relevant performance variables, which include:</p> <ul style="list-style-type: none"> • Level of support • Context • Text Complexity • Task complexity <p>(More information can be accessed here)</p> <p>A matrix of the alignment between the EAL Framework and the ACSF can be found in Appendix B.</p> <p>Assessment strategies for the courses should:</p> <ul style="list-style-type: none"> • 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 • 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; • comprise a clear statement of both the criteria and assessment process including instructions for assessment • use assessment tools grounded in relevant contexts which are not culturally biased and suit the needs of learners • allow sufficient time and appropriate level of support to complete tasks. <p>Assessment tasks and tools must address the requirements of the unit in terms of skills, knowledge and performance.</p> |
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| | <p>Suggested assessment methods are included in each unit and can include a combination of:</p> <ul style="list-style-type: none"> • observation of the learner's performance in engaging with English language development activities • review of drafts and written evidence developed by the learner • oral or written questioning to assess knowledge which underpins performance <p>Evidence may include:</p> <ul style="list-style-type: none"> • records of: • interviews • observations • audio / visual presentations • student portfolios which may be hard copy or electronic. <p>Assessment of pronunciation as required by explicit units should focus on achievement of intelligible pronunciation rather than "native like" proficiency.</p> <p>Assessment of units of competency imported from nationally endorsed training packages or accredited courses must meet the requirements of the source training product.</p> |
| <p>6.2 Assessor competencies</p> | <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> • Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> • the relevant standards and Guidelines for RTOs at the time of assessment. |

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| | <p>It is a requirement of these accredited courses that training and assessment is conducted by qualified TESOL teachers.</p> <p>A qualified TESOL teacher is a person who holds an appropriate qualification that includes at least 22 days of supervised teaching practicum in TESOL. This practicum must involve at least 60 hours of class observation and classroom teaching in TESOL. This will typically include an average of 2-3 hours teaching and observation each day.</p> <p>Appropriate qualifications include but are not limited to:</p> <ul style="list-style-type: none"> • A four-year Bachelor of Education, with TESOL as a method • An undergraduate bachelor degree plus a postgraduate TESOL qualification at AQF8 or above, such as: <ul style="list-style-type: none"> – Graduate Certificate in Education (TESOL) – Graduate Certificate in TESOL – Graduate Diploma in TESOL – Graduate Diploma of Education with a TESOL method – Master of TESOL/Master of Applied Linguistics/Master of Arts (TESOL) – Master of Teaching with a TESOL method <p>Assessment of units of competency from nationally endorsed training packages and units imported from accredited curricula must comply with the assessment requirements detailed in the source training product.</p> |
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| 7. Delivery Standards 11 and 12 AQTF Standards for Accredited Courses | |
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| 7.1 Delivery modes | <p>Teaching and learning strategies must be selected to reflect the varying learning needs, educational backgrounds and experiences of the individual learner and ensure delivery modes are culturally sensitive to specific needs.</p> <p>Teaching and learning strategies should reflect the specific requirements of each unit. Some areas of content may be common to more than one unit and therefore integration may be appropriate.</p> <p>Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate. Face to face delivery modes should allow for active involvement of all participants.</p> <p>In keeping with effective practice all units should be appropriately contextualised.</p> <p>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.</p> <p>Although there are no explicit units on pronunciation other than the unit in the Course in Initial EAL, these skills should be</p> |

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| | <p>integrated and contextualised through units which focus on listening and speaking. The goal should be to achieve intelligible pronunciation rather than “native like” proficiency.</p> |
| 7.2 Resources | <p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers, <p>or</p> <ul style="list-style-type: none"> the Standards for Registered Training Organisations 2015 (SRTOs), <p>or</p> <ul style="list-style-type: none"> the relevant standards and Guidelines for RTOs at the time of assessment. <p>It is a requirement of these accredited courses that training and assessment is conducted by qualified TESOL teachers.</p> <p>A qualified TESOL teacher is a person who holds an appropriate qualification that includes at least 22 days of supervised teaching practicum in TESOL. This practicum must involve at least 60 hours of class observation and classroom teaching in TESOL. This will typically include an average of 2-3 hours teaching and observation each day.</p> <p>Appropriate qualifications include but are not limited to:</p> <ul style="list-style-type: none"> A four-year Bachelor of Education, with TESOL as a method An undergraduate bachelor degree plus a postgraduate TESOL qualification at AQF8 or above, such as: <ul style="list-style-type: none"> Graduate Certificate in Education (TESOL) Graduate Certificate in TESOL Graduate Diploma in TESOL Graduate Diploma of Education with a TESOL method Master of TESOL/Master of Applied Linguistics / Master of Arts (TESOL) Master of Teaching with a TESOL method |

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| | <p>It is highly desirable that training organisations delivering the Certificates in EAL have access to bilingual support for students in the very early stages of learning English as an additional Language. This may be support within a classroom, but might also include access to telephone interpreter services. Additional support should also be provided through such programs as mentoring and peer support.</p> <p>Delivery of the elective unit VU22634 Organise and participate in a practical placement, which is packaged in the Certificate III in EAL (Employment), will require the RTO to provide access to an appropriate work placement and an appropriate support person. The RTO must monitor placements regularly and address any issues of concern to the learner or the employer. Issues may include but are not limited to safety, allocation of meaningful work tasks and performance of duties</p> <p>The Victorian Department of Education and Training has issued the following document to assist RTOs and employers meet their work placement obligations:</p> <ul style="list-style-type: none"> Guidelines issued by the Department of Education and Training Victoria for Registered Training Organisations and Employers in relation to Post-Secondary Students undertaking Practical Placements (Updated Practical Placement Guidelines) as at 10 April 2017 (available here). <p>The RTO will need to establish protocols with the host employer/organisation providing the work placement so that the roles and responsibilities of all involved – host employer/organisation, RTO and learner – are clear, manageable and of mutual benefit.</p> <p>Units of competency that have been imported from endorsed training packages or accredited courses must reflect the requirements for trainers specified in that Training Package or accredited course.</p> |
| 8. Pathways and articulation | Standard 8 AQTF Standards for Accredited Courses |
| | <p>There are no formal articulation arrangements in place at the time of accreditation.</p> <p>Learners who complete units of competency from endorsed training packages or accredited courses will be eligible for credit into other qualifications that contain those units.</p> |
| Ongoing monitoring and evaluation | Standard 13 AQTF Standards for Accredited Courses |
| | <p>The Service Industries Curriculum Maintenance Manager, General Studies and Further Education, has responsibility for the ongoing monitoring and maintenance of the qualifications.</p> <p>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:</p> <ul style="list-style-type: none"> any changes required to meet emerging or developing needs |

- changes to and/or updates of 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

22484VIC Certificate I in EAL (Access)

| Employability Skill | This qualification includes the requirement to: |
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| Communication | <p>Use and respond to a small number of simple, common high frequency words, phrases and expressions related to self and others in familiar social situations, immediate needs, time, and place. Exchange simple greetings and personal information. Make short simple requests or enquiries. Respond to and give simple verbal instructions.</p> <p>Use simple paralinguistic features, such as body language to convey meaning.</p> <p>Complete forms with own personal details and numerical information. Create short simple texts which include short simple phrases or sentences related to immediate needs.</p> <p>Use communication strategies to clarify meaning and information.</p> |
| Team Work | <p>Greet others and respond to greetings. Work with support persons to identify language learning needs and monitor progress towards these. Give and receive feedback in a supported context. Listen to and act on suggestions from others.</p> |
| Problem Solving | <p>Use simple strategies to seek clarification of oral and written information. Identify successful language learning strategies with support person/s. Use visual and other context clues to identify meaning and visual elements in texts and unfamiliar cultural references with support. Adjust own written texts in a supported context.</p> |
| Initiative and Enterprise | <p>Seek feedback on writing and make amendments. Seek clarification or confirmation from others in simple exchanges and about information and instructions in simple written texts. Work alongside supervisor / mentor where support is available.</p> |
| Planning and Organising | <p>Follow processes to plan language learning with support of the teacher / supervisor, or other support person. Organise required learning materials and resources.</p> |
| Self-management | <p>Monitor progress of language learning with a support person/s. Complete delegated tasks. Identify own learning resources.</p> |
| Learning | <p>Review and adjust learning according to identified needs and progress made. Explore opportunities to learn new ways of learning and implement changes with support. Use EAL resources such as simple dictionaries to support learning.</p> |
| Technology | <p>Use simple learning / communication technologies with support to communicate in English and to develop skills.</p> |

22485VIC Certificate II in EAL (Access)

| Employability Skill | This qualification includes the requirement to: |
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| Communication | <p>Initiate simple conversations on familiar topics. Make simple requests to obtain essential information in routine situations. Use questioning to clarify information / ideas / opinions. Follow / give verbal instructions of limited complexity. Recognise and use non-verbal communication strategies.</p> <p>Locate relevant information in short, simple digital, print and visual texts. Read and write simple personal communications, transactional, instructional, informational, descriptive, or narrative texts on everyday topics for familiar others and people outside own immediate circle. Use a series of short sentences in written texts.</p> |
| Team Work | <p>Work with the guidance of a support person to identify language learning needs and goals, monitor progress towards these and adapt. Work collaboratively with other class / group members. Listen to and act on suggestions from others.</p> |
| Problem Solving | <p>Identify potential problems that may affect language learning and strategies to solve these with the guidance of a support person. Match current skills and knowledge to language learning goals with the guidance of a support person.</p> <p>Use simple strategies to seek clarification of oral and written information and select appropriate communication strategies to initiate and participate in simple conversations and transactions and complete simple forms.</p> |
| Initiative and Enterprise | <p>Initiate simple transactions and requests in response to own needs. Proofread and correct own writing and respond to feedback. Adapt to changes, including working with a supervisor / mentor. Suggest changes to familiar routines to improve outcomes.</p> <p>Reflect on own listening and speaking performance and written texts and identify ways to develop skills.</p> |
| Planning and Organising | <p>Follow processes to develop and document a learning plan with guidance from a support person, monitor and adapt the learning plan, collect and organise evidence for a portfolio and maintain the portfolio with guidance from the teacher / supervisor, or other support person. Plan and organise a simple talk and plan, draft and proofread simple texts. Use simple strategies to plan and review tasks. Organise required learning materials and resources.</p> |
| Self-management | <p>Review effectiveness of language learning plan in achieving goals. Reflect on own language learning and identify ways to improve with guidance from a support person.</p> |
| Learning | <p>Develop learning goals, for example, short term and long term learning goals and indicators of success. Accept opportunities to learn new ways of doing things and implement changes with support. Review learning and adapt strategies.</p> |

Appendix A

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| Technology | Use a range of learning / communication technologies to communicate in English and develop skills. |
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22486VIC Certificate III in EAL (Access)

| Employability Skill | This qualification includes the requirement to: |
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| Communication | <p>Discuss and present straightforward information / ideas / opinions /instructions to others. Participate in a range of straightforward transactions. Use questioning and active listening to ascertain and clarify information / ideas / opinions. Follow / give straightforward verbal instructions.</p> <p>Locate, interpret and evaluate relevance of straightforward information in digital, print, handwritten and visual texts. Complete written forms and write formal and informal texts relevant to purpose and audience.</p> |
| Team Work | <p>Seek, listen to and act on advice from a support person to clarify language learning goals, identify objectives, monitor progress towards these and update a learning plan. Work collaboratively with other class / group members respecting and responding to others views. Give and receive feedback.</p> |
| Problem Solving | <p>Use knowledge of previous experiences to identify potential barriers that may affect language learning progress and strategies to address these with the advice of a support person. Match current skills and knowledge to identified goals and identify any gaps. Identify and select types of evidence for portfolio to match purposes of portfolio.</p> <p>Select and use a range of conversational strategies to clarify transactional and written meaning and information. Select communication strategies appropriate to context and purpose to initiate and participate in straightforward conversations and transactions and to complete straightforward texts using appropriate conventions.</p> |
| Initiative and Enterprise | <p>Apply learning strategies to other contexts. Suggest changes / ideas to other class / group members to improve outcomes. Proofread and correct own writing.</p> |
| Planning and Organising | <p>Follow and confirm processes to develop and document a learning plan with advice from a support person, monitor and adapt the learning plan, collect and organise evidence for a portfolio and maintain the portfolio with advice from the teacher / supervisor, or other support person.</p> <p>Plan and prepare a short talk and plan, draft and proofread straightforward texts. Organise required learning materials and resources.</p> |
| Self-management | <p>Prioritise learning goals in learning plan. Take responsibility for monitoring progress of learning plan and updating it accordingly Monitor and evaluate own performance and note success factors as well as barriers to achievement of goals. Reflect on language learning tasks and identify ways to improve with advice from a support person.</p> |
| Learning | <p>Identify a range of learning options and strategies and ways in which these can be applied to other contexts. Identify personal strengths and weaknesses related to learning. Accept opportunities to learn new ways of doing things and implement changes with support. Implement changes in strategy if necessary. Use knowledge of previous language learning experiences to identify learning goals.</p> |

Appendix A

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| Technology | Use a range of learning / communication technology to communicate in English and develop skills. |
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22487VIC Certificate IV in EAL (Access)

| Employability Skill | This qualification includes the requirement to: |
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| Communication | <p>Discuss and share information / ideas / opinions in complex conversations. Present and respond to a wide range of oral presentations. Use questioning and active listening to ascertain and clarify information / ideas / opinions. Give / follow complex verbal instructions.</p> <p>Research and analyse a range of complex documents. Write complex texts relevant to a range of purposes and audiences.</p> |
| Team Work | <p>Work collaboratively with appropriate advisors and other class / group members.</p> <p>Provide feedback to other learners as required.</p> |
| Problem Solving | <p>Research and evaluate a range of pathway options, select appropriate option/s and identify learning goals to match selected options. Use knowledge of previous experiences to identify and assess potential barriers that may affect language learning progress and strategies to address these with the advice of an appropriate advisor.</p> <p>Analyse current skills and knowledge, match to identified goals and identify any gaps. Identify, select and assemble types of evidence for portfolio to match uses and audiences of portfolio.</p> <p>Critically analyse context and purpose and use a range interactional strategies to initiate, manage and sustain complex formal and informal conversations and transactions.</p> |
| Initiative and Enterprise | <p>Select and evaluate appropriate learning strategies and apply to other contexts. Look for opportunities to do things better and suggest ideas to other class / group members.</p> |
| Planning and Organising | <p>Define and apply processes to develop, document and implement a learning plan with appropriate advisor, monitor and evaluate achievement of stages of the learning plan, collect and assemble evidence for a portfolio and maintain the portfolio according to requirements. Plan and draft an extended oral presentation and plan, draft, proofread and edit complex and extended texts according to audience, purpose and register. Develop a methodology / timeline / responsibilities to complete tasks.</p> |
| Self-management | <p>Appraise success factors and barriers to success in meeting goals, evaluate and revise own performance and actively seek and act upon advice and guidance.</p> |
| Learning | <p>Identify a range of possible learning options and prioritise own learning goals. Identify and evaluate personal strengths and weaknesses. Determine and review own learning goals. Accept opportunities to learn new ways of doing things and share knowledge and skills with other class / group members.</p> |
| Technology | <p>Use a range of learning / communication technology to communicate in English and develop skills.</p> |

22488VIC Certificate II in EAL (Employment)

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|---|
| Communication | <p>Respond to and make simple workplace requests of others. Use questioning to clarify workplace information / ideas / opinions. Follow / give verbal instructions of limited complexity in a workplace context. Participate in simple workplace conversations about familiar personal, community, social and topical issues with others.</p> <p>Locate relevant information in everyday digital, print, handwritten and visual texts. Read and interpret routine workplace documents. Write simple pre-employment and workplace documents, including completion of relevant forms.</p> <p>Recognise and interpret non-verbal workplace signs and signals. Use supporting visual information to create meaning.</p> |
| Team Work | Work with the guidance of a support person to identify language learning needs and goals and monitor progress towards these. Listen to and act on suggestions from others. Work collaboratively with other class / group members |
| Problem Solving | <p>Identify potential problems that may affect language learning and strategies to approach these with the guidance of a support person. Match current skills and knowledge to language learning goals with the guidance of a support person.</p> <p>Use simple strategies to seek clarification of workplace spoken and written information and select appropriate communication strategies to initiate and participate in simple conversations and transactions in the workplace and to complete simple texts for the workplace according to purpose and audience.</p> |
| Initiative and Enterprise | Initiate simple transactions and requests in response to own workplace needs. |
| Planning and Organising | Follow processes to identify, plan and implement learning goals with guidance from a support person. Draft, proofread and correct simple workplace texts. Organise required learning materials and resources. |
| Self-management | Review effectiveness of language learning plan in achieving goals. Reflect on own language learning and identify ways to improve with guidance from a support person. |
| Learning | Review learning goals, for example, short term learning goals and indicators of success. Accept opportunities to learn new ways of doing things and implement changes with support. Update own knowledge and skills as required for employment. |
| Technology | Use a range of learning / communication technology relevant to an employment purposes, to communicate in English and develop skills. |

22489VIC Certificate III in EAL (Employment)

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|---|
| Communication | <p>Listen to and interpret verbal workplace information. Follow / give verbal workplace instructions. Use questioning and active listening to ascertain and clarify workplace information / ideas / opinions. Discuss workplace information / ideas / opinions / instructions with others. Negotiate workplace issues with others. Participate in interviews.</p> <p>Read and interpret relevant workplace instructions, regulations, signs and labels in digital, print, handwritten and visual texts. Write straightforward workplace documents including pre-employment applications, completion of relevant forms, timesheets, service logs and incident reports. Write straightforward workplace texts appropriate to audience.</p> <p>Recognise and interpret non-verbal workplace signs and signals.</p> |
| Team Work | <p>Work collaboratively with others in a workplace context. Seek, listen to and act on advice from a support person to clarify language learning goals, identify objectives, monitor progress towards these and update the learning plan. Give and receive feedback.</p> |
| Problem Solving | <p>Use knowledge of previous experiences to identify potential barriers that may affect language learning progress and strategies to address these with the advice of a support person. Match current skills and knowledge to identified goals and identify any gaps. Identify and select types of evidence for portfolio to match purposes of portfolio.</p> <p>Select and use a range of conversational strategies to clarify workplace information and instructions. Select communication strategies appropriate to context and purpose to initiate and participate in straightforward workplace conversations and to complete straightforward workplace texts using appropriate conventions.</p> |
| Initiative and Enterprise | <p>Apply learning strategies to other contexts. Suggest changes / ideas to other class / group members to improve outcomes. Proofread and correct own writing.</p> |
| Planning and Organising | <p>Follow and confirm processes to develop a learning plan with advice from a support person, monitor and review learning goals. Draft, proofread and edit straightforward texts for employment. Organise required learning materials and resources.</p> |
| Self-management | <p>Take responsibility for monitoring progress of learning plan. Monitor and evaluate own performance and note achievements as well as barriers to achievement of goals and alternative options. Reflect on language learning tasks and identify ways to improve with advice from a support person.</p> |
| Learning | <p>Identify a range of learning options and strategies and ways in which these can be applied to other contexts. Identify personal strengths and weaknesses in relation to own learning. Accept opportunities to learn new ways of doing things and implement changes with support. Implement changes in strategy if necessary. Use knowledge of previous language learning experiences to identify learning goals</p> |

Appendix A

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|--|
| Technology | Use a range of learning / communication technology relevant to employment purposes to communicate in English and develop skills. |

22490VIC Certificate IV in EAL (Employment / Professional)

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|--|
| Communication | <p>Present and participate in complex oral presentations. Listen to and interpret complex spoken information in an employment or professional context. Use questioning and active listening to ascertain and clarify information / ideas / opinions in an employment or professional context. Discuss and share information / ideas / opinions in formal and informal contexts. Negotiate complex issues with others. Recognise and interpret non-verbal signs and signals.</p> <p>Read and interpret a range of complex documentation and write complex documents for a range of employment or professional purposes and audiences. Edit complex texts in a professional context.</p> |
| Team Work | Work collaboratively with appropriate teachers/supervisors and other class / group members to provide and elicit feedback. |
| Problem Solving | Critically analyse context and purpose and use a range of interactional strategies to initiate, manage and sustain complex formal and informal conversations and transactions. Assess effectiveness of presentations and suggest strategies to improve. |
| Initiative and Enterprise | Initiate, manage and contribute to conversations and elicit responses in a range of workplace contexts. |
| Planning and Organising | Plan and draft an extended oral presentation or report for an employment or professional context according to audience, purpose and register. |
| Self-management | Evaluate own performance and actively seek and act upon feedback from teachers/supervisors and peers. |
| Learning | Accept opportunities to learn new ways of doing things and share knowledge and skills with other class / group members. Monitor and evaluate own learning. Change strategies if required to meet goals. |
| Technology | Use a range of learning / communication technology to communicate in English and develop skills. |

22491VIC Certificate III in EAL (Further Study)

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|---|
| Communication | <p>Give and respond to straightforward oral presentations for study purposes. Discuss information / ideas / opinions / instructions with others. Use questioning and active listening to ascertain and clarify information / ideas / opinions in straightforward interactions. Follow / give verbal instructions. Make verbal requests and suggestions in a study context.</p> <p>Locate, interpret and evaluate relevance of straightforward information in digital, print, handwritten and visual texts. Draw on researched information to write straightforward texts appropriate to further study purposes.</p> |
| Team Work | <p>Seek, listen to and act on advice from a support person to clarify language learning goals, identify objectives, monitor progress towards these and update the learning plan. Participate in group interaction in a study context, clarify responsibilities and expectations and plan and present own contribution. Give and receive feedback from teacher and peers and contribute ideas. Identify strategies to deal with group problems.</p> |
| Problem Solving | <p>Use knowledge of previous experiences to identify potential barriers that may affect language learning progress and strategies to address these with the advice of a support person. Match current skills and knowledge to identified goals and identify any gaps. Identify and select types of evidence for portfolio to match purposes of portfolio.</p> <p>Select and use a range of strategies to clarify aural, spoken and written meaning and information. Select communication strategies appropriate to context and purpose to initiate, maintain and manage straightforward discussions and to analyse and complete straightforward texts for study purposes using appropriate conventions.</p> |
| Initiative and Enterprise | <p>Invite and seek clarification of information. Adapt to changes in procedures or arrangements. Suggest changes / ideas to other class / group members to improve outcomes.</p> |
| Planning and Organising | <p>Follow and confirm processes to develop and document a learning plan with advice from a support person, monitor and adapt the learning plan, collect and organise evidence for a portfolio and maintain the portfolio with advice from the teacher / supervisor, or other support person.</p> <p>Plan, draft and present an oral presentation and plan, draft, proofread and edit straightforward texts for study purposes according to audience, purpose and register. Organise required learning materials and resources</p> |
| Self-management | <p>Review own performance in group and individual contexts and actively seek and act upon advice and guidance.</p> |
| Learning | <p>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. Locate and use language learning references for study purposes.</p> |

Appendix A

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|---|
| Technology | Use a range of learning / communication technology relevant to further study purposes to communicate in English and develop skills. |

22492VIC Certificate IV in EAL (Further Study)

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|--|
| Communication | <p>Discuss and share information / ideas / opinions in further study contexts. Present and respond to extended oral presentation. Use questioning and active listening to ascertain and clarify information / ideas / opinions to participate complex spoken discourse for study purposes.</p> <p>Research and analyse a range of complex documents. Write complex texts relevant to a range of purposes and audiences. Write an extended text using evidence appropriately to justify argument / position / thesis. Take notes on complex oral presentations or from reading.</p> |
| Team Work | Participate in a sustained group interaction in a study context and identify strategies to facilitate the work of the group. Give and receive feedback from teacher and peers and contribute ideas. |
| Problem Solving | <p>Evaluate a range of pathway options, select appropriate option/s and identify learning goals to match selected options. Use knowledge of previous experiences to identify and assess potential barriers that may affect language learning progress and strategies to address these with the advice of an appropriate advisor.</p> <p>Analyse current skills and knowledge, match to identified goals and identify any gaps. Identify, select and assemble types of evidence for portfolio to match uses and audiences of portfolio.</p> <p>Critically analyse and evaluate effectiveness of discourse features and strategies used by speakers in a range of complex spoken texts for further study purposes. Select discourse strategies to suit context and purpose of study tasks to create a range of complex texts for study purposes. Critically evaluate sources of information for relevance to study task.</p> |
| Initiative and Enterprise | Select and evaluate appropriate learning strategies and apply to other contexts. Clarify context and purpose of aural, oral and written texts. Look for opportunities to do things better and suggest ideas to other class / group members. |
| Planning and Organising | Define and apply processes to develop and document a learning plan with appropriate advisor, monitor and evaluate achievement of stages of the learning plan, collect and assemble evidence for a portfolio and maintain the portfolio according to requirements. Plan, draft and present an extended oral presentation and plan, draft, proofread and edit complex and extended texts for study purposes according to audience, purpose and register. |
| Self-management | Appraise success factors and barriers to success in meeting goals, review own performance and actively seek and act upon advice and guidance. |
| Learning | Identify a range of possible learning options and prioritise own learning goals for specific field of study. Source an extensive range of language references for ongoing learning. Identify 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. |

Appendix A

| Employability Skill | This qualification includes the requirement to: |
|----------------------------|--|
| Technology | Use a range of learning / communication technology relevant to further study goals to communicate in English and develop skills. |

Appendix B

Appendix B: Adult Language and Literacy Curricula – A Guide to Exit and Entry Level alignments and alignment with the ACSF

| IELTS Exit Level | ISLPR Exit | ACSF Exit Level | EAL Framework | CSWE | CGEA | ISLPR Entry |
|------------------|------------|-----------------|-------------------------|---------------------------|---------|-------------|
| 5.5. / 6.0 / 6.5 | 3 / 3+ | 5 4 | Certificates IV in EAL | | III | 2+/3 |
| | | | | CSWE IV | II | 2+ |
| 5 / 5.5 | 2+/3 | 3 | Certificates III in EAL | | I | 2 |
| 3.5/4.0/4.5 | 2 | 2 | Certificates II in EAL | CSWE III | I INTRO | 1+ |
| | | | | | | |
| 3 | 1+ | 1 | Certificate I in EAL | CSWE II | INITIAL | 1 |
| | 1 | Pre-level 1 - 1 | Course in EAL | CSWE I | | 0/1- |
| | | Pre-level 1 | Course in Initial EAL | Course in Preliminary SWE | | 0 |

IELTS International English Language Testing System (Cambridge ESOL, British Council and IELTS Australia Pty Ltd.)

ACSF Australian Core Skills Framework (© DEEWR)

CSWE Certificates in Spoken and Written English (© NSW AMES)

CGEA Certificates in General Education for Adults (© DET 2018)

ISLPR International Second Language Proficiency Ratings (Wylie & Ingram 1999)

EAL Framework

Section B: Course Information

© State of Victoria 2018



APPENDIX C: Overview of EAL Framework

| COURSE TITLE | STREAM | Entry Level ACSF ISLPR | Exit level ACSF ISLPR | Purpose | Context of language use | Linguistic complexity | Level of support |
|-----------------------|--------|------------------------|-----------------------|---|---|--|---|
| COURSE IN INITIAL EAL | | 0 | Pre level 1 0 | For participants who are pre-literate and who may have experienced trauma | Concrete and immediate contexts and tasks | Highly explicit processes such as recognising, copying, naming, matching, ordering | Highly structured support and prompting including extensive modelling. |
| COURSE IN | | Pre-level 1 0/1- | Pre level 1 – 1 | For participants with little or no formal education | Immediate, personal and highly familiar Listening and speaking in one to one communication Very short basic conversations and exchanges Read basic formulaic text Copy and write short text. Simple sentences (SVO) | Uses basic conventions Mainly formulaic | High level of support requiring prompting, modelling, restatement and contextual clues. Will need bilingual support |
| CERTIFICATE I | | 1 1 | 1 1+ | For participants who need to develop English language skills beyond immediate personal and predictable social needs and who may progress to further study or employment options | Familiar and personal and immediate, predictable social, study, and work contexts. Listening and speaking with familiar others in short, simple conversations Read short simple texts. Write simple and compound sentences | Uses familiar conventions Simple and limited range | Require strong support, especially with unfamiliar cultural references and when communicating with unfamiliar others. Will require bilingual support at times and strong contextual support |
| CERTIFICATE II | ACCESS | 1 1+ | 2 2 | For participants who need to develop English language skills to participate in everyday familiar and routine social and community contexts | Everyday familiar routine social listening and speaking in simple conversations and transactions about familiar personal, community, social and topical matters | Uses routine conventions | May need some support with unfamiliar cultural references |

| COURSE TITLE | STREAM | Entry Level ACSF ISLPR | Exit level ACSF ISLPR | Purpose | Context of language use | Linguistic complexity | Level of support |
|-----------------|---------------|------------------------------|-----------------------------|---|---|--|---|
| | EMPLOYMENT | | | For participants who need to develop English language skills to prepare for employment, to participate in routine interactions and transactions in the Australian workplace and to read and write simple texts for employment | Read simple texts for detail Write a series of simple, compound and complex sentences | | |
| CERTIFICATE III | ACCESS | 2 2 | 3 2+/3 | For participants who need to develop English language skills to participate in a range of straightforward interactions and transactions in social and community contexts and to read and write straightforward texts for a range of purposes | A range of formal and informal straightforward contexts to participate effectively in casual conversations and discussions on a range of topics, and to engage in straightforward transactions. Read and write a range of straightforward formal and informal texts. Read some specialised and technical texts Some register flexibility Write paragraphs with topic sentence, supporting details, linking devices | Uses straightforward conventions Able to produce detailed spoken and written texts Some analysis | Can work independently but will still require some support |
| | EMPLOYMENT | | | For participants who need to develop English language skills to prepare for employment, to participate in straightforward interactions and transactions in the Australian workplace and to read and write straightforward texts for employment purposes | | | |
| | FURTHER STUDY | | | For participants who need to develop English language skills to participate in a further study context in straightforward interactions and to read and produce straightforward texts relevant to further study. | | | |
| CERTIFICATE IV | ACCESS | 3 2+ | 4 3/3+ | For participants who need to develop English language skills to participate in a wide range of complex interactions and transactions in social and community contexts and to read and write complex texts for a range of purposes | A wide range of formal and informal contexts to participate effectively in a | Uses appropriate conventions to critically analyse and evaluate complex texts | Independent but uses a range of EAL and other support resources to support communication and learning |

| COURSE TITLE | STREAM | Entry Level ACSF ISLPR | Exit level ACSF ISLPR | Purpose | Context of language use | Linguistic complexity | Level of support |
|--------------|-----------------------------|------------------------------|-----------------------------|---|--|-----------------------|------------------|
| | EMPLOYMENT/ PROFESSIONAL | | | For participants who need to develop English language skills to participate in specialised or technical and complex verbal and written interactions and transactions in the Australian workplace | range of sustained casual conversations and formal exchanges. Read specialised and technical texts Read and write complex and sometimes extended texts for a wide range of purposes. | | |
| | FURTHER STUDY | | | For participants who need to develop English language skills to participate in a further study context in complex interactions and to critically analyse and produce complex texts relevant to further study. | Written texts include simple, compound and complex sentences, coherently linked paragraphs and communicate complex relationships between ideas | | |

Section C: Units of Competency

The following units of competency developed for these courses are contained in Section C:

| Code | Title |
|-------------|---|
| VU22578 | Recognise letters of the alphabet and their sounds |
| VU22579 | Use strategies to participate in learning |
| VU22580 | Recognise and copy extremely familiar words |
| VU22581 | Participate in extremely familiar spoken exchanges |
| VU22582 | Recognise and copy numbers from 1 to 100 |
| VU22584 | Develop language learning objectives with support |
| VU22585 | Use beginning language learning strategies with support |
| VU22586 | Communicate basic personal details and needs |
| VU22587 | Give and respond to basic information and instructions |
| VU22588 | Read and write short basic messages and forms |
| VU22589 | Read and write short, basic factual texts |
| VU22590 | Plan language learning with support |
| VU22591 | Participate in short simple exchanges |
| VU22592 | Give and respond to short, simple spoken instructions and information |
| VU22593 | Read and write short simple messages and forms |
| VU22594 | Read and write short, simple informational and instructional texts |
| VU22595 | Read and write short, simple descriptive and narrative texts |
| VU22601 | Participate in simple conversations and transactions |
| VU22602 | Give and respond to simple spoken information and directions |
| VU22603 | Read and write simple personal communications and transactional texts |
| VU22604 | Read and write simple instructional and informational texts |
| VU22605 | Read and write simple descriptive and narrative texts |
| VU22610 | Engage in casual conversations and straightforward spoken transactions |
| VU22611 | Give and respond to a range of straightforward information and instructions |
| VU22612 | Read and write straightforward communications and transactional texts |
| VU22613 | Read and write straightforward informational and instructional texts |

| | |
|---------|--|
| VU22614 | Read and write straightforward descriptive and narrative texts |
| VU22619 | Analyse and participate in complex conversations |
| VU22620 | Give and respond to a wide range of oral presentations and instructions |
| VU22621 | Read and write complex communications and transactional texts |
| VU22622 | Read and write complex instructions and advisory texts |
| VU22623 | Read and write complex creative texts |
| VU22628 | Participate in simple conversations and transactions for employment |
| VU22629 | Read and write simple texts for employment |
| VU22630 | Observe and report on activities in a workplace |
| VU22631 | Prepare to work effectively in an Australian workplace |
| VU22632 | Participate in a range of straightforward interactions for employment |
| VU22633 | Read and write straightforward texts for employment |
| VU22635 | Present and listen to complex oral presentations in an employment or professional context |
| VU22636 | Give and follow a range of complex instructions in an employment context |
| VU22637 | Read and write complex texts for employment |
| VU22638 | Critically read and write formal letters and complex prose texts for professional purposes |
| VU22639 | Critically read, write and edit complex descriptive texts in a professional context |
| VU22640 | Give straightforward oral presentations for study purposes |
| VU22641 | Participate in a range of straightforward interactions for study purposes |
| VU22642 | Read and write straightforward texts for study purposes |
| VU22643 | Listen and take notes for study purposes |
| VU22644 | Use language analysis strategies and study skills |
| VU22645 | Give complex presentations for study purposes |
| VU22646 | Participate in complex spoken discourse for study purposes |
| VU22647 | Take notes from complex spoken texts for study purposes |
| VU22648 | Read and write complex texts for study purposes |

| | |
|---------|--|
| VU22649 | Use critical reading skills to analyse study tasks |
| VU22650 | Use language analysis skills to review own texts |
| VU22596 | Use basic digital technology language and skills |
| VU22598 | Identify Australian leisure activities |
| VU22599 | Identify settlement options |
| VU22600 | Identify and access basic legal information |
| VU22606 | Access the internet and email to develop language |
| VU22634 | Organise and participate in a practical placement |
| VU22607 | Explore community services |
| VU22615 | Investigate issues in the Australian environment |
| VU22624 | Research features of Australian Government |
| VU22616 | Investigate features of the Australian legal system |
| VU22608 | Explore transport options |
| VU22617 | Investigate features of the education system in Australia |
| VU22597 | Locate health and medical information |
| VU22618 | Investigate Australian art and culture |
| VU22625 | Research the history of Aboriginal and/or Torres Strait Islander people in Australia |
| VU22626 | Research events in Australian history, post 1770 |
| VU22609 | Explore current issues |
| VU22627 | Research current issues |

The following imported units from accredited curricula are included in Section C. The full curriculum can be accessed from the Victorian Department of Education website. (More information is available [here](#))

22471VIC Course in Initial General Education for Adults

| | |
|---------|--|
| VU22352 | Recognise numbers and money in simple, highly familiar situations |
| VU22353 | Recognise, give and follow simple and familiar directions |
| VU22354 | Recognise measurements in simple, highly familiar situations |
| VU22355 | Recognise shape and design in simple, highly familiar situations |
| VU22356 | Recognise and locate simple numerical information in short, simple highly familiar texts |
| VU22357 | Recognise and locate numerical information in simple, highly familiar tables and graphs |

22476VIC Certificate I in General Education for Adults (Introductory)

| | |
|---------|--|
| VU22358 | Develop learning goals |
| VU22383 | Identify common digital media |
| VU22359 | Conduct a project with guidance |
| VU22369 | Work with simple numbers and money in familiar situations |
| VU22370 | Work with simple measurements in familiar situations |
| VU22372 | Work with and interpret simple numerical information in familiar texts |

22472VIC Certificate I in General Education for Adults

| | |
|---------|---|
| VU22384 | Develop and document a learning plan and portfolio |
| VU22402 | Undertake a simple investigation of health and well being |
| VU22395 | Work with a range of numbers and money in familiar and routine situations |
| VU22397 | Work with measurement in familiar and routine situations |
| VU22398 | Work with and interpret statistical information in familiar and routine texts |
| VU22399 | Work with design and shape in familiar and routine situations |
| VU22400 | Work with and interpret numerical information in familiar and routine texts |
| VU22385 | Plan and undertake a project |

22473VIC Certificate II in General Education for Adults

| | |
|---------|---|
| VU22411 | Research pathways and produce a learning plan and portfolio |
| VU22412 | Implement and review a project |

22471VIC Course in Initial General Education for Adults

- VU22422 Investigate and interpret shapes and measurements and related formulae
- VU22423 Investigate numerical and statistical information
- VU22424 Investigate and use simple mathematical formulae and problem solving techniques

22474VIC Certificate III in General Education for Adults

- VU22446 Design and review a project

22447VIC Certificate I in Mumgu-dhal tyama-tiyt

- VU22099 Recognise and interpret safety signs and symbols
- VU22098 Recognise and use basic mathematical symbols and processes
- VU22106 Use recipes to prepare food

22448VIC Certificate II in Mumgu-dhal tyama-tiyt

- VU22116 Develop written job application skills
- VU22117 Develop job interview skills

22449VIC Certificate III in Mumgu-dhal tyama-tiyt

- VU22122 Respond to an advertised job

22313VIC Certificate IV in Tertiary Preparation

- VU21870 Participate in online collaborative learning
- VU21867 Participate in collaborative learning

22317VIC Certificate IV in Liberal Arts

- VU21887 Analyse texts in their cultural context
- VU21884 Analyse stories / narratives within cultures
- VU21881 Apply essential further study skills

22442VIC Certificate IV in Science

- VU22073 Research scientific fields of study
- VU22072 Apply essential further study skills for science

The following imported units of competency can be accessed from the National Register (More information is available [here](#))

| Code | Title |
|-------------|--|
| BSBADM302 | Produce texts from notes |
| BSBCRT301 | Develop and extend critical and creative thinking skills |
| BSBDIV301 | Work effectively with diversity |
| BSBFLM303 | Contribute to effective workplace relationships |
| BSBINM201 | Process and maintain workplace information |
| BSBINM301 | Organise workplace information |
| BSBITU101 | Operate a personal computer |
| BSBITU201 | Produce simple word processed documents |
| BSBITU302 | Create electronic presentations |
| BSBITU303 | Design and produce text documents |
| BSBITU304 | Produce spreadsheets |
| BSBITU306 | Design and produce business documents |
| BSBREL401 | Establish networks |
| BSBRES401 | Analyse and present research information |
| BSBWHS201 | Contribute to health and safety of self and others |
| BSBLDR402 | Lead effective workplace relationships |
| BSBWOR404 | Develop work priorities |
| BSBWRT401 | Write complex documents |
| BSBLIB304 | Develop and use information literacy skills |
| BSBLIB407 | Search library and information databases |
| CHCVOL001 | Be an effective volunteer |
| CPCCWHS1001 | Prepare to work safely in the construction industry |
| HLTAID010 | Provide basic emergency life support |
| HLTAID011 | Provide first aid |
| ICTICT103 | Use, communicate and search securely on the internet |
| ICTICT106 | Operate presentation packages |
| ICTICT203 | Operate application software packages |

| Code | Title |
|-------------|---|
| ICTICT210 | Operate database applications |
| ICTICT308 | Use advanced features of computer applications |
| ICTWEB201 | Use social media tools for collaboration and engagement |
| PSPGEN031 | Undertake career planning |
| SIRXIND001 | Work effectively in a service environment |
| SITXFSA001 | Use hygienic practices for food safety |
| TLIE4006 | Collect, analyse and present workplace data and information |

| | |
|---|--|
| Unit Code | VU22578 |
| Unit Title | Recognise letters of the alphabet and their sounds |
| Unit Descriptor | <p>This unit describes the skills and knowledge to recognise the letters of the alphabet, both written and spoken. It also identifies the skills and knowledge to recognise and produce the single sounds and common sound combinations in English and their relationships with spelling.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Reading at Pre level 1 <p>and</p> <ul style="list-style-type: none"> The ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening and Reading. They partly contribute to the achievement of Speaking 0+, Listening 0+, Reading 0+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of reading. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 produce names of letters of the alphabet | <p>1.1 Identify names of letters of the alphabet</p> <p>1.2 Identify names of vowels of the alphabet</p> <p>1.3 Identify names of consonants of the alphabet</p> <p>1.4 Sequence letters according to their alphabetical order</p> <p>1.5 Match upper and lower case letters</p> <p>1.6 Read aloud names of letters of the alphabet</p> |
| 2 Recognise and produce the sounds of English | <p>2.1 Recognise and produce the single sounds of English</p> <p>2.2 Recognise and produce common sound combinations of English</p> <p>2.3 Match spoken sounds / words with their written forms</p> |

- | | | |
|---|---|--|
| | 2.4 | Identify and produce common sound combinations within highly familiar words |
| 3 | Recognise and use highly familiar words | 3.1 Recognise words in common signs supported by highly familiar visuals 3.2 Use one or two word identification strategies to recognise highly familiar words 3.3 Use highly familiar words |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- letters as the building blocks of written and spoken words
- differences between names and sounds of letters
- orientation of letters
- common sounds of the English language
- basic blended sounds of the English language
- letters are represented in different forms such as upper and lower case
- a small number of personally relevant, simple, common high frequency nouns such as own name and address
- a small number of personally relevant, simple, common high frequency function words such as a, and, the, I, is, of, you, it
- connections between spoken and written forms of the names and sounds of letters
- the same sounds of English can be represented by a range of spellings
- problem solving skills to apply strategies to recognise and produce highly familiar words
- speaking skills to produce common single sounds and sound combinations of English

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.

Identify may include:

- reading aloud
- pointing
- selecting
- matching

Single sounds of English may include:

- pure vowels (monophthongs)
- single consonants
- single sounds represented by two letters such as:
 - ck
 - ch
 - ph
 - sh
 - th
 - wh

Common sound combinations of English may include:

- common diphthongs
- common consonant clusters such as
 - st, br, tr, sp, fr

Highly familiar words may include:

- own first name
- names of family members
- teachers names
- street names
- doctor's name
- a, and, the, my, is, of, you, it
- classroom objects
 - pen
 - paper
 - book
 - computer

Common signs may include:

- stop
- go
- go back
- office
- male / female (toilets)

Word identification strategies

may include:

- sounding out letters
- blending sounds together
- memorising simple words
- using the shapes of letters and words
- matching pictures and words
- segmenting word
- isolating target sound

Use may include:

- say
- point to
- circle / highlight
- match

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 letters of the alphabet and say aloud corresponding names and sounds
- recognise and produce some single and common sound combinations of English and identify corresponding written letter combinations
- use word identification strategies to recognise letters and some sounds in highly familiar words

Context of and specific resources for assessment

Assessment must ensure:

- a range of resources such as visuals and bilingual support as required
- opportunities for formative and summative assessment as appropriate to enable learners to demonstrate their competence

At this level the learner:

- works alongside an expert / mentor
- requires significant and highly structured support and prompting
- requires extensive modelling
- requires repetition and restatement

Consideration is given to the following factors:

- sounds or sound combinations which the learner may have difficulty pronouncing but which do not impede intelligibility should not disadvantage the learner's assessment for example the sound "th"
- assessment takes into account intelligibility rather than "native-like" pronunciation

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner
 - matching letters to sounds
 - producing sounds and sound combinations
 - recognising and using highly familiar words

| | |
|---|---|
| Unit Code | VU22579 |
| Unit Title | Use strategies to participate in learning |
| Unit Descriptor | <p>This unit describes the skills and knowledge to recognise and use a limited range of extremely familiar learning strategies to participate in learning.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Learning at Pre level 1 and The ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 0+, Listening 0+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who need to develop simple learning strategies to participate in English language development. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 requirements to participate in formal learning | 1.1 Recognise <i>reasons to attend class regularly</i> 1.2 Recognise <i>reasons to attend punctually</i> 1.3 Identify location and time of classes 1.4 Recognise name of teacher/s and other supporting personnel 1.5 Identify required actions when unable to come to class |
| 2 Identify learning materials | 2.1 <i>Recognise</i> essential <i>learning materials</i> 2.2 Access and organise learning materials 2.3 Recognise <i>other resources</i> for learning |
| 3 Participate in learning | 3.1 Use <i>extremely familiar learning strategies</i> to participate in routine learning activities |

- 3.2 Follow ***simple routine instructions*** to participate in learning
- 3.3 Use learning materials as required
- 3.4 Seek assistance to participate in learning activities when required

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a small number of common high frequency nouns related to names, times, places and learning materials such as pen, paper
- basic time modifiers such as today, tomorrow, next week
- a small number of very common high frequency simple imperative forms related to the learning activities such as *Repeat, Copy, Check*
- simple interrogative question forms such as where, when, who
- closed questions, such as *Do you have a pen?*
- simple expressions to ask for help or support to talk about learning needs, such as
 - I don't understand
 - Can you say that again?
- simple paralinguistic features to convey meaning in communicating language learning needs

Required Numeracy knowledge and skills

- two digit numbers, time and dates related to time and location of classes

Required Sociolinguistic and cultural knowledge and skills

- conventions of an Australian classroom such as punctuality and non-attendance

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.

Reasons to attend class regularly may include:

- supports
 - learning
 - progress
 - self-development
 - relationship building with other learners and teachers

Reasons to attend punctually may include:

- less disruption to others
- keep up with learning
- more effective participation

Recognise may include:

- oral recognition
- visual recognition

Learning materials may include:

- glasses
- pens / pencils
- paper
- notebooks
- digital devices
- Computer Assisted Language Learning resources / programs

Other resources may include:

- library
- IT resources

Extremely familiar learning strategies may include:

- repetition
- using illustrations / visuals
- memorising
- recalling
- using L1
- matching
- copying
- writing

Simple routine instructions may include:

- copy
- repeat
- listen
- cover
- circle / underline
- match
- show me

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- recognise essential requirements for learning and use highly familiar learning strategies to participate in learning

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of resources such as visuals and bilingual support as required
- opportunities for formative and summative assessment as appropriate to enable learners to demonstrate their competence

At this level the learner:

- works alongside an expert / mentor
- requires significant and highly structured support, visual prompting and advice
- requires extensive modelling

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner using extremely familiar learning strategies to participate in learning

| | |
|---|---|
| Unit Code | VU22580 |
| Unit Title | Recognise and copy extremely familiar words |
| Unit Descriptor | <p>This unit describes the skills and knowledge to recognise and copy letters and common letter combinations of the alphabet and copy extremely familiar words.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Writing at Pre level 1 <p>and</p> <ul style="list-style-type: none"> The ISLPR (International Second Language Proficiency Ratings) descriptors for Writing. They partly contribute to the achievement of Writing 0+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of writing. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 copy letters and common letter combinations | <p>1.1 Recognise written letters of the alphabet</p> <p>1.2 Hold pen or pencil appropriately</p> <p>1.3 Copy letters of the alphabet in upper and lower case</p> <p>1.4 Recognise common letter combinations and their written representation</p> <p>1.5 Copy common letter combinations</p> |
| 2 Recognise and copy extremely familiar words | <p>2.1 Copy highly familiar words related to personal details</p> <p>2.2 Copy high frequency sight words</p> <p>2.3 Copy words from left to right</p> <p>2.4 Copy word in allocated space</p> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- common letter combinations of the English language and their written representation
- letters are represented in different forms such as upper and lower case
- letters have distinct shapes
- a small number of personally relevant, simple, common high frequency nouns such as own name and address
- words have spaces between 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.

- Recognise*** may include:
- match
 - copy
 - point

- Common letter combinations*** may include:
- ch
 - sh
 - th
 - st
 - wh
 - ph

- Personal details*** may include:
- name
 - address
 - given names of children / spouse / parents

- Allocated space*** may include:
- on a line
 - in a box
 - keypad
 - phone

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- recognise and copy letters of the alphabet and extremely familiar words using linguistic knowledge and skills

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of resources such as visuals and bilingual support as required
- opportunities for formative and summative assessment as appropriate to enable learners to demonstrate their competence

At this level the learner:

- works alongside an expert / mentor
- requires significant and highly structured support, prompting and advice
- requires extensive modelling

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner:
 - writing letters and words
 - compiling and using extremely familiar word lists

| | |
|---|--|
| Unit Code | VU22581 |
| Unit Title | Participate in extremely familiar spoken exchanges |
| Unit Descriptor | <p>This unit describes the skills and knowledge to participate in extremely familiar spoken exchanges. This includes providing simple information and responding to simple requests.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Oral Communication at Pre level 1 <p>and</p> <ul style="list-style-type: none"> The ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 0+ and Listening 0+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners from language backgrounds other than English who need to develop their spoken communication skills in English. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Give basic information | <p>1.1 Use <i>simple greetings, closures</i> and <i>forms of address</i></p> <p>1.2 Use words to provide <i>extremely familiar information</i></p> <p>1.3 Respond to <i>extremely familiar questions</i> with a one word response</p> <p>1.4 Use <i>body language</i> to convey meaning</p> <p>1.5 Repeat words to convey and check meaning</p> |
| 2 Respond to requests for information | <p>2.1 Respond to simple questions about personal information</p> <p>2.2 Use extremely familiar words to respond to requests for information</p> <p>2.3 Use body language to respond to requests for information</p> |

- | | |
|--|---|
| 3 Participate in a formal classroom exchange | 3.1 Follow one step instructions to participate in learning activities 3.2 Repeat information to check meaning 3.3 Respond to extremely familiar questions about learning activities 3.4 Use extremely familiar words related to learning activities 3.5 Use body language to convey meaning |
|--|---|

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- personally relevant extremely familiar nouns and adjectives to talk about familiar personal information such as son, daughter, good, bad
- common high frequency regular present tense
- simple paralinguistic feature such as body language to convey meaning and acknowledge understanding
- use pronunciation which is heavily influenced by first language
- simple formulaic expressions related to greetings and forms of address, such as good morning, hello, goodbye, Mr, Mrs
- simple formulaic instructions related to classroom activities

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 greetings may include:

- good morning
- hello
- good afternoon

Closures may include:

- good bye
- bye
- see you later

Forms of address may include:

- Mr
- Mrs
- Ms
- First name

Extremely familiar information may include:

- personal information
 - name
 - address
- familiar activities
- shopping

Extremely familiar questions may include:

- What's your name / surname / address?
- How are you?
- What suburb do you live in?
- What's this? (pointing)

Body language may include:

- gestures
- facial expressions

One step instructions may include:

- copy
- repeat
- show me
- tell me
- come in
- sit down
- read
- listen
- look

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use basic conventions and apply linguistic knowledge to provide and respond to extremely familiar information
- participate in an extremely familiar spoken exchange related to a learning activity

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks relate to the student's immediate highly familiar context
- opportunities for formative and summative assessment as appropriate to enable learners to demonstrate their competence
- content is familiar and not culturally biased
- access to a range of resources such as visuals and bilingual support as required
- assessment should normally involve only the learner and the interlocutor

Support for the learner which takes into consideration:

- need for a sympathetic interlocutor
- speaking at a slower rate with repetitions
- use of nonverbal clues as aids to conversation

Consideration is given to the following factors:

- vocabulary is limited to highly familiar words
- speaking is heavily influenced by first language and there are significant variations in pronunciation

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of participation in spoken exchanges
- oral questioning to confirm knowledge of simple formulaic expressions related to greetings and forms of address

| | |
|---|--|
| Unit Code | VU22582 |
| Unit Title | Recognise and copy numbers from 1 to 100 |
| Unit Descriptor | <p>This unit describes the skills and knowledge to recognise and copy numbers from 1 to 100 and recognise common monetary values related to highly familiar activities.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> the Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators for Learning at Pre level 1 <p>and</p> <ul style="list-style-type: none"> The ISLPR (International Second Language Proficiency Ratings) descriptors for Writing. They partly contribute to the achievement of Writing 0+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners from language backgrounds other than English who may be preliterate in their first language and who are at the beginning stages of numeracy |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 numbers from 1 to 100 | <p>1.1 Name numbers from 1 to 100</p> <p>1.2 Sequence numbers up to 100</p> <p>1.3 Recognise individual numbers within formulaic sequences</p> <p>1.4 Copy numbers from 1 to 100</p> <p>1.5 Copy personally relevant numbers in highly familiar sequences</p> |
| 2 Recognise money | <p>2.1 Recognise and sequence common bank notes</p> <p>2.2 Recognise and sequence value of common coins</p> <p>2.3 Recognise the dollar symbol</p> <p>2.4 Match monetary amounts to notes and coins</p> <p>2.5 Recognise money related to extremely familiar activities</p> |

- | | |
|-------------------------------|---|
| 3 Perform simple calculations | 3.1 Add <i>two single-digit numbers</i> up to the value of 10 |
| | 3.2 Add <i>two single-digit monetary values</i> up to \$10 in highly familiar activities |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- concept of number before and number after
- sign and symbols related to numbers and money such as \$
- concept of combination of single digits to form numbers from 1 to 100
- highly limited range of strategies to assist in recognising and counting number figures from 1 to 100, such as
 - using relevant concrete objects
 - using fingers to count and verify numbers
- problem solving skills to recognise whole number figures from 1 to 100, such as recognising a
 - phone number
 - date, month, year
 - value of coins and notes
- personally relevant highly familiar vocabulary such as dollar/s, plus, number
- recognise and use concept of addition and associated vocabulary and symbol +
- application of simple learning strategies to recognise numbers such as copying, saying, matching, sequencing
- use pronunciation which is heavily influenced by first 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.

Name may include:

- say
- point to
- match with
- count from...to...

Sequence may include:

- number before
- number after

Formulaic sequences may include:

- telephone numbers
- dates of birth
- addresses
- room numbers
- page numbers

Personally relevant numbers may include:

- date, month, year
- prices
- telephone numbers
- address

Extremely familiar activities may include:

- buying items
- paying bills

Two single-digit numbers may include:

- $2 + 3$
- $1 + 2$

Two single-digit monetary values may include:

- $\$2 + \4

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use a highly limited range of strategies to recognise and copy whole numbers from 1 to 100
- sequence whole numbers from 1 to 100 in extremely familiar contexts
- use numbers to recognise common bank notes and coins and add monetary values up to \$10 for extremely familiar activities

Context of and specific resources for assessment

Assessment must ensure:

- extremely familiar, concrete context
- content is extremely familiar and not culturally biased
- access to EAL resources such as
 - bilingual resources
 - picture / number dictionary
- assessment should normally involve only the learner and the interlocutor
- opportunities for formative and summative assessment as appropriate to enable learners to demonstrate their competence

Support for the learner which takes into consideration:

- need for a sympathetic interlocutor
- speaking at a slower rate with repetitions
- use of nonverbal clues as aids to conversation
- consideration is given to the following factors:
 - vocabulary is limited to highly familiar words
 - pronunciation is clearly influenced by first language

Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner
 - counting items from 1 to 100 by saying numbers aloud, writing number figures or using objects or fingers
 - making meaning of numbers by using them in a range of familiar contexts, such as personal information
 - locating specific number figures on a number chart
 - recognising value of common notes and coins

| | |
|---|--|
| Unit Code | VU22584 |
| Unit Title | Develop language learning objectives with support |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners who have had little or no formal education to plan and implement language learning activities in a formal learning environment with the assistance of a support person.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute to the achievement of ACSF indicators of competence for Learning and Oral Communication at Pre level 1 and Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 1 and Listening 1. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop planning skills for language learning as a foundation for independent learning. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 initial learning needs | <p>1.1 Identify prior learning with support person</p> <p>1.2 Discuss language learning needs and at least one learning objective and strategy with support person</p> <p>1.3 Identify and locate learning resources with the support person</p> |
| 2 Confirm a language learning process | <p>2.1 Identify simple steps to assist in progressing own learning objective/s with support person</p> <p>2.2 Record learning objective/s in an appropriate format with support person</p> <p>2.3 Discuss review strategies with support person</p> |
| 3 Implement and review the language learning objective/s | <p>3.1 Begin using strategies outlined in the personal record</p> <p>3.2 Review progress with appropriate support person</p> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a small number of basic, common high frequency nouns and adjectives to discuss
 - immediate personal learning needs
 - likes and dislikes, such as *I like stories*
- basic time modifiers, such as *today, tomorrow, next week*
- a small number of very common high frequency simple imperative forms related to the learning environment, such as *Don't forget, Check*
- simple interrogative question forms, such as *where, when, what, who, why*
- yes/no questions, such as
 - *Did you go to school in your country?*
- simple connectives to talk about immediate personal learning needs, information and interests, such as *and*
- simple modal *can, Can I read a story?*
- simple expressions to ask for help or support to talk about learning needs, such as
 - *I don't understand*
 - *Can you explain again?*
- simple paralinguistic features to interpret and convey meaning in communicating language learning needs

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.

Prior learning may include:

- formal and informal learning experiences
- positive and negative learning experiences
- school attendance
- classroom experience
- language learning experience
- identification of skills, such as
 - literacy skills
 - IT skills
 - multilingual skills
- familiarity with learning resources and strategies

Support person may include:

- EAL teacher
- course co-ordinator
- community worker
- volunteer tutor
- bilingual support person
- settlement officer
- refugee support person
- employment agency support person
- family member
- mentor

Language learning needs may include:

- identifying designated / offered English language course and timetable
- selecting from a set of offerings new language learning strategies to practise
- specific focussed skills development, such as
 - pronunciation
 - alphabet
 - writing basics, for example letter formation, left to right orientation, upper and lower case
 - reading, for example recognition of letters in alphabet, high frequency words
 - vocabulary building

Learning objectives and strategies may include:

- using pictures to identify situations / contexts for language learning
- using digital resources to record speaking
- pair and group work
- developing own resources, for example word lists
- modelling
- one to one support

Learning resources may include:

- visual aids
- wall charts
- picture dictionaries, bilingual dictionaries
- flash cards
- supports, such as mentors, bilingual support
- individual learning centre
- digital literacy resources
- computer access
- schedules for diagnostic tests
- group members, such as same language group so others can interpret
- teacher, classmates

Simple steps may include:

- determining tasks and progress to achieve objectives
- identifying additional support persons
- identifying responsibilities for learners

Format may include:

- simple checklist with visual symbols
- dates for oral discussion / review with support person
- written version kept by teacher but explained orally
- simple chart, such as
 - colour coded skills
 - visuals and symbols to represent language learning, for example smiley face for positive responses
- online version kept on digital device

Review progress may include:

- identifying successes
- identifying learning preferences
- noting issues that affect learning
- identifying areas for further development
- identifying cultural learning differences, such as
 - *In [country] no one answers the teacher back*
 - *In [country], we sit under a tree with the teacher*

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- work with a support person and use basic conventions and apply linguistic knowledge to
 - identify specific language learning needs with a support person
 - identify and document at least one language learning objective with a support person
 - use resources and strategies to implement and review the objective/s with a support person

Context of and specific resources for assessment

Assessment must ensure:

- support for the learner takes into consideration the following
 - need for extensive support in discussion, such as repetition, restatement and gestures
 - need for access to bilingual support, such as explanations and discussion in own language
 - documentation may be completed by the teacher / assessor / scribe

Method(s) of assessment

The following are suggested assessment methods for this unit:

- simple interview to review progress
- documented evidence, such as
 - review of samples compiled by the learner
 - visuals or photos
 - checklists completed with support
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in basic communication about language learning

| | |
|---|--|
| Unit Code | VU22585 |
| Unit Title | Use beginning language learning strategies with support |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners with very little or no experience of formal learning environments to develop beginning language learning strategies and basic English language oral communication, reading and writing skills.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They partly contribute to the achievement of ACSF indicators of competence in Learning Strategies, Oral Communication, Reading and Writing at Pre level 1 and Level 1 <p>And</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 1, Listening 1, Reading 1 and Writing 1. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop basic language learning strategies as a foundation to developing independence in learning. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 orientation to the learning environment | <p>1.1 Identify and locate <i>key learning resources</i> with a <i>support person</i></p> <p>1.2 Clarify and confirm <i>requirements of course</i> with a support person</p> <p>1.3 Identify <i>support available</i> in educational context</p> |
| 2 Contribute to own learning | <p>2.1 <i>Maintain personal resources</i> relevant to own language learning</p> <p>2.2 Respond to <i>simple teaching instructions and questions</i></p> <p>2.3 Follow <i>conventions of the Australian classroom</i></p> |

- | | |
|---|---|
| 3 Recognise and say a limited number of words | 3.1 Recognise the names of the letters of the alphabet when spoken |
| | 3.2 Pronounce the names of the letters of the alphabet |
| | 3.3 Pronounce a limited number of personally relevant words |
| | 3.4 Comprehend a limited number of personally relevant words |
| 4 Recognise and write a limited number of words | 4.1 Recognise the written forms of letters of the alphabet |
| | 4.2 Write the letters of the alphabet |
| | 4.3 Read a limited number of personally relevant words |
| | 4.4 Write a limited number of personally relevant words |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- use of a sound-based writing system in English
- the shapes of letters in printed form, in both upper and lower case
- basic phonemes of English language to support pronunciation
- a small number of simple, common high frequency verbs and nouns related to immediate learning context
- a small number of very common high frequency simple imperative forms related to the learning environment, such as
 - *listen, repeat, open your book*
- sounds and stresses of personally relevant English words
- basic interrogative question forms, such as
 - where, when, what, who, why and yes/no questions

Required Sociolinguistic and cultural knowledge and skills:

- appropriate forms of address and greetings in a learning context, such as
 - use of first names for teachers
 - use of titles such as *Mr, Mrs, Ms*
- conventions of an Australian classroom, such as working in groups
- basic polite forms
 - Please, thank you
- writing conventions from left to right and top to bottom

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 learning resources may include:

- enrolment interview
- classroom including physical arrangements of tables and chairs
- whiteboard / pin board
- calendar / timetable
- digital resources
- individual learning centre / library
- teacher and classroom support people

Support person may include:

- EAL teacher / vocational teacher
- course coordinator
- community worker
- bilingual aide
- peer
- volunteer student or tutor

Requirements of course may include:

- attendance days and times
- breaks / holidays
- timetable
- rooms allocated
- stationery
- length of course
- subjects or specialisations such as 'computers'
- use of digital technology
- assessment requirements
- excursions

Support available may include:

- support persons, such as
 - EAL teacher / vocational or subject teacher
 - community worker
 - bilingual aide
 - employment agency
 - settlement officer / refugee worker

Maintain personal resources
may include:

- bringing items to class, such as pens and pencils
- managing folder / hand-outs /worksheets
- using simple dictionary such as a picture dictionary
- keeping word lists
- accessing digital / electronic learning aids such as smart phone apps, tablet

Simple teaching instructions and questions may include:

- one or two word instructions, such as
 - *listen*
 - *look at me*
 - *watch*
 - *can you ...?*
 - *copy*

Conventions of the Australian classroom may include:

- greeting and farewelling others
- addressing others by name
- turn-taking
- using polite forms, for example *Please, thank you*
- working collaboratively with other learners, teachers and support workers
- participating in learning and assessment activities
- maintaining attention to a task
- organising and using learning materials

Personally relevant words
may include:

- own name and address
- children's names
- key signs / visuals in immediate environment
- basic instructions / questions relevant to immediate learning context

Write may include:

- developing fine-motor skills to form letters
- writing from left to right, writing on the line
- using a pen and paper
- locating and using letters on a keyboard
- copying from board, from other 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- complete orientation to the learning environment and contribute to own learning
- use basic conventions and apply linguistic knowledge to
 - recognise and write letters of the alphabet in the context of a limited number of personally relevant words in English
 - recognise and pronounce letters of the alphabet in the context of a limited number of personally relevant words in English

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of learning tools and supports, such as bilingual support
- extensive support in discussion, for example
 - repetition, restatement and gestures
 - non-verbal clues to understand meaning
 - dependence on speaking at a slower rate with many repetitions
 - use of first or other language
 - limited paralinguistic clues to express meaning
- extended time to complete orientation to the learning environment

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of the learner following classroom conventions
- reading, writing and pronouncing the letters of the alphabet and personally relevant words
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in beginning language learning strategies.

| | |
|---|--|
| Unit Code | VU22586 |
| Unit Title | Communicate basic personal details and needs |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners with little or no formal education to communicate basic personal information and needs. It focuses on participating in basic conversations, and responding to basic requests for personal information.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skill Framework (ACSF). They contribute to the achievement of ACSF indicators of competence in Oral Communication at Pre Level 1 and Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 1 and Listening 1. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop basic English language speaking and listening skills to satisfy immediate personal and survival needs in familiar and highly predictable contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Use basic greetings and introductions | <p>1.1 Use and respond to <i>basic greetings</i> in <i>a familiar context</i> with a <i>familiar person</i></p> <p>1.2 Make and respond to <i>basic introductions</i></p> <p>1.3 Use <i>basic strategies</i> to indicate if meaning is unclear</p> |
| 2 Give basic personal information in a familiar context | <p>2.1 Convey own personal details</p> <p>2.2 Respond to <i>requests for basic personal information</i></p> <p>2.3 Express <i>likes and/or dislikes</i></p> |
| 3 Make and respond to basic short requests or inquiries | <p>3.1 Use and respond to simple questions to make <i>requests</i> or <i>inquiries</i></p> <p>3.2 Use <i>polite language forms</i> to make requests</p> |

3.3 Respond to *requests for repetition* and clarification

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a small number of basic common high frequency verbs, nouns and adjectives related to immediate personal needs, information and interests
- a limited number of formulaic expressions related to
 - basic needs, such as greetings *Hi, Good morning*
 - introductions, such as *My name is, How are you?*
 - common topics, such as the weather *It's cold today*
 - seeking clarification, repetition, such as *I don't understand*
- basic interrogative forms, such as
 - Where, when, what, who, why, for example *Where do you come from?*
 - yes/no questions, for example *Do you live in Dandenong?*
 - to ask for help or support to negotiate meaning, for example *Can you explain...?*
- basic time expressions related to immediate personal needs and information, such as
 - *today, tomorrow, next week*
- letters of the alphabet
- basic modal *can*, such as
 - *Can you tell me your name? Can you give me your address?*
- small number of very common high frequency simple tense forms, such as
 - simple present tense of be and have, for example *I am married, I have two children*
 - simple imperatives, for example *Sit down please*
- limited basic high frequency connectives to talk about immediate personal needs, information and interests, such as *and* and *but*
- basic adjectives to describe objects and express basic likes and dislikes, such as
 - *I like black coffee*
- common adjectives after *be*, such as
 - *I am cold. It is good*
- regular plural forms, such as *I have two sons*
- simple paralinguistic features to interpret and convey meaning, such as body language in communicating likes and dislikes
- pronunciation of a limited range of words and phrases can be understood with some effort by the listener
- very limited use of tone and intonation to convey meaning

Required Sociolinguistic and Cultural knowledge and skills:

- appropriate forms of address, such as use of first names or titles *Mr, Mrs*
- basic common polite expressions, such as *please, thank you, sorry*

Required Numeracy knowledge and skills:

- two to four digit numbers related to personal information, such as flat / house number, birth date or number of children

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 greetings may include:

- formulaic expressions, such as
 - *Good morning, Good afternoon*
 - *Hi, how are you?*
 - *Fine thanks and you?*
 - *See you later / tomorrow / next Monday*

A familiar context may include:

- classroom
- reception / inquiry desk
- self access or Independent Learning Centre
- childcare centre

A familiar person may include:

- a person known to the learner and able to provide support as required, such as teacher, peer

Basic introductions may include:

- exchanging names, such as
 - *My name is.....*
 - *This is Sahra.*
- formulaic polite expressions, such as
 - *Nice to meet you*

Basic strategies may include:

- simple statements / formulaic expressions, such as *I don't understand*
- making and responding to requests for repetition, such as *Can you repeat?*
- paralinguistic expressions, such as body language
 - gesture
 - facial expressions
- conversation fillers, such as
 - *er, um, mmm*

Requests for basic personal information may include:

- questions, such as
 - *How long have you been in Australia?*
 - *What languages do you speak?*
 - *What is your name?*
 - *Where do you live?*
 - *Where do you come from?*

Likes and/or dislikes may include:

- simple statements about objects, places, people, food, such as *I like soccer, I like Melbourne, I don't like meat, I like hot weather, I don't like hot drinks*
- simple statements to express an opinion, such as
 - *It is beautiful*

Requests may include:

- questions using modal 'can' such as
 - *Can you shut the door, please?*
 - *Can you speak slowly, please?*

Inquiries may include:

- questions related to:
 - country of origin
 - languages spoken
 - family members, such as *Do you have any brothers or sisters?*
 - weather
 - basic general health such as *Do you feel sick?*
 - *How do you like your coffee?*

Polite language forms may include:

- *please, thank you*
- *excuse me*
- use of modal 'can', such as
 - *Can you close the door please?*

Requests for repetition may include:

- questions using modal *can*, such as
 - *Can you repeat (that)? Can you say (it) again?*

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use basic conventions and apply linguistic knowledge to
 - use and respond to basic greetings
 - give basic personal information
 - make and respond to short simple, highly predictable requests for basic personal information and immediate needs

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks relate to the student's immediate context
- content is familiar and not culturally biased
- access to EAL resources, such as
 - bilingual resources
 - picture dictionary
- assessment should normally involve only the learner and the interlocutor
- support for the learner which takes into consideration
 - need for a sympathetic interlocutor
 - speaking at a slower rate with repetitions may be required
 - use of nonverbal clues as aids to conversation
- consideration is given to the following factors
 - vocabulary is limited to basic needs
 - minimal awareness of meaning from tone, stress and intonation
 - common frequent errors will occur, such as mixing up of tenses and not marking agreement, use of *no* or *not* for negation, mixing up prepositions, omitting articles, pronouns, prepositions, word order
 - speaking will be characterised by frequent hesitations and pauses and strongly influenced by L1
 - assessment takes into account intelligibility over pronunciation.

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of the learner communicating basic personal details and needs
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in basic oral communication.

| | |
|---|---|
| Unit Code | VU22587 |
| Unit Title | Give and respond to basic information and instructions |
| Unit Descriptor | <p>This unit describes the basic skills and knowledge required by EAL learners to engage in short spoken interactions. It focuses on engaging with another person and responding to short, basic everyday spoken information and simple everyday instructions in familiar and immediate social contexts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skill Framework (ACSF). They contribute to the achievement of ACSF indicators of competence in Oral Communication at Pre Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They partly contribute to the achievement of Speaking 1 and Listening 1. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop basic English language speaking and listening skills to satisfy immediate personal and survival needs in familiar and highly predictable contexts such as shopping, banking, health and using public transport. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Respond to a short, basic oral information text | <p>1.1 Identify key familiar words which describe factual information in a basic oral information text</p> <p>1.2 Answer requests for simple factual / descriptive information</p> |
| 2 Give a short, basic description | <p>2.1 Name the subject of the description</p> <p>2.2 Use key familiar words to describe the subject</p> <p>2.3 Give a basic opinion on any aspect of the description as appropriate</p> <p>3.1 Respond to instructions or commands</p> <p>3.2 Make requests for repetition and clarification</p> |

- | | |
|---|---|
| 3 Follow basic, everyday verbal instructions or commands | 3.3 Use <i>simple statements</i> or <i>paralinguistic expressions</i> to indicate if meaning is unclear |
| 4 Give basic everyday verbal instructions or commands to another person | 4.1 Use instructional and imperative forms |
| | 4.2 Respond to requests for repetition and clarification |
| | 4.3 Use a limited range of <i>polite language forms</i> |
| | 4.4 Use paralinguistic expressions to support meaning as required. |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a small number of basic, common high frequency verbs, nouns and adjectives related to
 - basic descriptions and instructions, such as *It's a nice day, come in, it's quiet*
 - personal appearance, such as black hair, blue eyes, tall, short
 - place, such as tall trees, It's beautiful
 - seeking clarification, repetition, such as *I don't understand*
- a limited number of formulaic expressions related to common topics, such as
 - It's cold today
 - It's interesting
 - It's OK
- basic interrogative question forms, such as
 - when, what, who, why, for example What is it?
- basic time modifiers, such as
 - today, tomorrow, next week
 - to give instructions, for example *Come back tomorrow*
- basic modal *can* in relation to giving and responding to instructions, such as
 - Can you sit down please?
 - Can you wait?
- small number of very common high frequency basic tense forms, such as
 - simple present tense of be, for example *He is tall, It is big*
 - simple present tense of have
 - simple imperative forms, for example Sit down, Come in, Take one, Push, Pull, Don't go left, Don't touch it
- a small number of high frequency basic connectives, such as
 - and, but
- basic adjectives after the verb to be
 - to describe objects, for example *It's big*
 - to express simple opinions, for example *It's funny. It's sad*
- basic vocabulary limited to everyday literal words to give simple descriptions and instructions
- basic common adverbs, such as to give and respond to instructions, for example
 - here, there, now, slowly, Put it here. Walk slowly.
- common prepositional phrases to give verbal description, such as
 - on the table, at home, I / we / it ...in [name of country]
- regular plural forms, such as
 - I have two sisters
- simple paralinguistic cues, such as body language to clarify, interpret and convey meaning
- pronunciation of a limited range of words and phrases that can be understood with some effort by the listener
- very limited use of tone and intonation to convey meaning

Required Sociolinguistic and Cultural Knowledge and Skills:

- appropriate forms of address, such as use of first names, titles
 - Mr, Mrs, Ms
- basic common polite expressions, such as
 - please, thank you

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 familiar words may include:

- colour
 - red car
- length
 - short / long hair
- numbers
 - There are two...
- size, shape and position words
 - It's big / small / round / square, in the middle / under the tree
- common prepositions and prepositional phrases
 - on / under the table
- simple descriptions
 - of actions, for example *He's eating an apple*
 - what it is made of, for example *It's plastic*
 - other elements, for example people, objects, activities represented

Basic oral information texts may include:

- short statements about familiar personal information
 - family, education, address, dates: *When is your birthday?*
- descriptions of
 - people, places, such as *a living room*, weather

Factual / descriptive information may include:

- interrogative questions
 - What, for example *What is it?*
 - Who? *Who is it?*
 - Where? *Where is it?*
- quantity
 - How many?
- size
 - Is it big or small?
- dates
- times

Subject may include:

- person
- place
- object
- event
- food

Basic opinion may include:

- common adjectives
 - It's good / bad / nice / sad

Aspect may include:

- colour
- size
- shape
- action

Instructions or commands may include:

- classroom instruction:
 - *Move down please. Pass me the book*
- passing on the instructions for a classroom task to another student
 - *Finish this exercise*
- explaining where the canteen is, or the local milk bar
 - *Turn left, and walk 20 metres*
- warnings
 - *Step out of the way! Keep clear!*

Simple statements may include:

- Sorry, I don't understand

Paralinguistic expressions may include:

- body language, such as gesture, facial expressions
- sounds like *ah*, *mmm*

Polite language forms may include:

- please / thank you
- excuse me

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use basic conventions and apply linguistic knowledge to
 - respond to and give short basic descriptions and information
 - respond to and give basic instructions or commands
- use knowledge of basic language to participate in brief face-to-face exchanges with another person on basic everyday topics
- use basic communication strategies to clarify meaning and information

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks relate to the student's immediate context
- content is familiar and not culturally biased
- access to EAL resources, such as
 - bilingual resources
 - picture dictionary
- assessment should normally involve only the learner and the interlocutor
- support for the learner which takes into consideration
 - need for a sympathetic interlocutor
 - speaking at a slower rate with repetitions may be required
 - use of non-verbal clues as aids to conversation
- consideration is given to the following factors
 - vocabulary is limited to basic needs
 - minimal awareness of meaning from stress and intonation
 - common frequent errors will occur, such as mixing up of tenses and not marking agreement, use of *no* or *not* for negation, mixing up prepositions, omitting articles, pronouns, prepositions, word order
 - speaking will be characterised by frequent hesitations and pauses and strongly influenced by L1
 - assessment should take into account intelligibility over pronunciation

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of performance
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in basic oral communication

| | |
|---|---|
| Unit Code | VU22588 |
| Unit Title | Read and write short basic messages and forms |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write short, basic digital and/or paper based messages, and to understand and complete basic forms for immediate personal needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute to the achievement of ACSF indicators of competence for Reading and Writing at Pre Level 1 and Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They partly contribute to the achievement of Reading 1 and Writing 1. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop basic reading and writing skills in English to satisfy immediate personal needs in familiar highly predictable contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read a basic short written message | <p>1.1 Recognise the <i>purpose of the basic short written message</i></p> <p>1.2 Identify <i>basic greetings and terms of address</i></p> <p>1.3 Locate <i>specific information</i> in the message</p> |
| 2 Write a basic, short message for personal purposes | <p>2.1 Identify the purpose of the message</p> <p>2.2 Copy basic expressions and <i>conventions</i> to create message</p> |
| 3 Read a simple form requiring basic personal information | <p>3.1 Identify the purpose of the <i>form</i></p> <p>3.2 Identify and locate <i>requests for personal information</i></p> <p>3.3 Identify <i>familiar vocabulary</i></p> |

- | | |
|---|---|
| 4 Complete a simple form requiring basic personal information | 4.1 Identify and clarify <i>instructions</i> as needed |
| | 4.2 Write personal and familiar details according to <i>conventions of forms</i> |
| | 4.3 Use appropriate format for words, abbreviations and numbers |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a small number of basic, common high frequency words and some formulaic phrases related to immediate personal needs to read and write messages and forms, such as
 - name
 - nationality / language
 - address
 - days and months
- a small number of simple adjectives and adverbs to describe objects, places, people and situations in messages, such as
 - common adjectives after *be*, for example *Don't be late*
 - common adverbs, for example *here, there*
- simple time modifiers, such as *today, tomorrow, later* in basic messages, such as
 - *See you tomorrow, No class today*
- the alphabet and common sound units (phonemes and their graphemes) to
 - decode words
 - write letters and basic text in upper or lower case as required on forms, for example own name and address
- simple modal *can* used in basic messages, such as
 - *Can you come at 1.00?*
- a limited number of very common high frequency basic tense forms, such as
 - simple present tense, including high frequency irregular verbs, for example *be, have, I am well*
 - imperative used in basic forms and messages / signs, for example directions or warnings *Use block letters, Do not enter*
- a limited number of question forms to
 - ask for help or support to interpret and convey meaning
 - seek clarification of instructions or requests for information in forms
- high frequency basic connectives, such as *and* to read and write basic forms and messages, such as '*name and address*'
- basic short sentence structure (subject-verb-object), such as
 - *Ms Green is sick (today)*
- basic prepositional phrases in messages and forms, such as
 - *I am at home, Write in the box*
- connection between familiar words and pictures / signs

Required Sociolinguistic and Cultural Knowledge and Skills:

- basic conventions in messages, such as
 - openings, salutations
 - appropriate familiar forms of address in formal / informal messages, for example use of first names, titles, such as *Mr, Mrs, Ms*
 - basic common polite expressions, for example *please, thank you, How are you?*
 - writing conventions from left to right and top to bottom
 - request for confirmation / do not reply

- basic conventions in forms, such as
 - format of dates
 - commonly used titles
 - address format
 - numerical information
 - writing in a box
 - circling, ticking information
 - block letters
 - online navigation

Required Numeracy Knowledge and Skills:

- two and three digit numbers, such as *one, three, four*
- basic time, such as 2:30, dates

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.

Purpose may include:

- to provide basic familiar information, such as
 - arrangements for an activity, for example *Meet at reception*
 - class cancelled
 - time and place for an event
 - name and address
 - telephone number
- basic instructions or requests, such as
 - a shopping list
 - simple invitation or appointment with basic details of time, place
 - list of basic equipment for class
 - reminder / confirmation of appointment
 - password reset
 - solicitation, for example from Red Cross, spam
 - *Call 'xxx' you have 1 new voicemail message*
- to provide advice or warning, such as
 - *Stop, Closed Sundays, No Entry, Danger*
- to wish someone well, such as *Get better soon*

Basic short written message may include:

- familiar hand written messages, such as
 - note
 - list
 - postcard
 - invitation / get well / farewell cards
 - hand written notice on a door *No class today*
- digital messages in immediate familiar contexts
 - email
 - SMS
 - screen messages for example at the train station, ATM
- printed signs in familiar contexts, such as
 - a safety sign *Wet surface*
 - road sign *Road works*

Terms of address and basic greetings may include:

- formal and some informal commonly used forms of address for immediate context, such as
 - *Dear Sir/Madam, Dear Mr, Mrs, Miss, Ms* and surname, *Hi Carlo*
- formulaic greetings, such as
 - *I hope you are well*

Specific information may include:

- date, time and location of an event
- names of people or places
- request, such as *Meet me at 3:00*
- simple instructions such as
 - *Open the red door, Reply Y to confirm, N to rebook*
- SMS text message abbreviations or text message symbols, such as
 - Txt, Y, N, Pls, 4hr, b4, OPTOUT, ID, Std

Conventions may include:

- salutations, such as *Dear, Hi*
- closing, such as
 - *from, See you soon, Best wishes, Regards*
- date

Forms may include:

- basic forms in immediate context, such as
 - class contact list
 - class excursion permission
 - learning activity, for example cloze exercise
 - basic class satisfaction survey
 - some sections of enrolment forms requiring personal details
 - online application
 - Automated Teller Machine (ATM)

Requests may include:

- questions requiring numerical information, such as
 - *How long have you been in Australia?*
 - *How many children do you have?*
- single word information, such as
 - *marital status, occupation*
 - in online forms, for example applying / logging in to online learning or job application **personal information**, topping up travel card, for example *Required / Continue / Confirm / Exit / Place myki here / Cancel*

Personal information may include:

- name
- address
- gender
- country of origin
- languages spoken
- educational level
- employment status
- age
- date of arrival in Australia
- spouse's name, parent's names

Familiar vocabulary may include:

- personal information, such as
 - *name, age, address*
- instructions, such as
 - *tick, cross, choose one, sign here*

Instructions may include:

- *Tick one box, Use black pen, Use block letters*
- abbreviations such as *M or F*
- *Save (button), Sign in, Log out, user name, password*

Conventions of forms may include:

- multiple choice, such as
 - married / single / divorced / widowed
 - employed / unemployed / pensioner
 - full time/ part time
- tick boxes
- signature
- dates
- navigation in online form, such as
 - *Click button through to next page*

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use basic conventions and apply linguistic knowledge to
 - read and write basic messages in highly familiar contexts
 - follow simple instructions to write basic personal details on forms

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks relate to the learner's immediate context
- content (structures, vocabulary and cultural references) is familiar
- texts are legible and do not include too many complex features such as multiple fonts
- texts contain strong support from the context such as visual clues
- reading texts are no longer than a phrase or one or two very simple sentences
- reading tasks do not require complex written responses
- consideration is given to emerging skills development, such as texts may contain some errors of tense and agreement, omission of article, pronouns, plural endings, mixing up prepositions
- support includes access to
 - extended time to read and decode texts
 - guidance, such as with authentic texts, hand written texts, texts on digital devices
 - prompting and advice
 - models of simple messages and forms
 - bilingual support, such as dictionary, peers
 - digital / mobile devices

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation
- verbal questioning to confirm understanding of a written message and information requirements of forms such as where to write, basic vocabulary items
- a portfolio containing evidence of completed basic messages and forms
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in basic reading and writing

| | |
|---|--|
| Unit Code | VU22589 |
| Unit Title | Read and write short, basic factual texts |
| Unit Descriptor | <p>This unit of competency describes skills and knowledge required by EAL learners who have little or no formal education to read short, basic, factual digital and/or paper based texts including directions or instructions, and to copy basic factual information for immediate personal needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skill Framework (ACSF). They partly contribute to the achievement of ACSF indicators of competence for Reading and Writing at Pre Level 1 and Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute partly to the achievement of Reading 1 and Writing 1. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop basic reading and writing skills in English to satisfy immediate personal needs in familiar highly predictable contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read a short, basic written text | <p>1.1 Recognise the type of <i>basic written text</i></p> <p>1.2 Identify some <i>basic factual details</i> in the text</p> |
| 2 Copy basic information from written texts to complete a personal task | <p>2.1 Select <i>appropriate information</i> according to <i>task requirements</i></p> <p>2.2 Use <i>suitable format</i> for recording information</p> <p>2.3 Check information copied, and correct own work as required</p> |
| 3. Follow basic, short written everyday instructions | <p>3.1 Identify the <i>purpose of the instructions</i></p> <p>3.2 Respond to key instructional verbs</p> <p>3.3 Identify and discuss warnings as appropriate</p> |

3.4 Seek clarification of instructions where required

3.5 Follow the order or steps required as appropriate

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a small number of basic, common high frequency nouns and some formulaic and simple phrases related to immediate personal needs and information requirements, such as
 - numbers, dates, times, objects such as classroom materials
- a small number of basic adjectives and adverbs to describe objects and follow basic instructions, such as
 - *mix slowly, large eggs*
- the alphabet and common sound units (phonemes) and the letters that commonly represent them (their common graphemes) to decode and copy basic words and text in upper or lower case as required, such as to make a list of new words learned and revise them
- a small number of very common high frequency imperatives including irregular verbs (*do, go*) and negative forms used in basic written instructions, such as
 - *Do not enter, Go left*
- high frequency basic connectives, for example *and* to read basic factual texts, such as
 - a basic weather forecast *hot and sunny*
 - instructions, such as *add flour and eggs*
 - to write basic guided texts, such as a shopping list
- familiar content words in basic written instructions, such as
 - common warning and directional words or phrases on signs, such as *Stop*
 - basic factual texts, such as instructions to complete a guided language activity
- common prepositional phrases in basic factual written instructional texts, such as
 - *Add flour to eggs*
- regular plural forms, such as
 - eggs, apples
- basic question forms to ask for assistance from a support person to check writing and copy correctly where required
- use supporting visual information, such as diagrams to follow written instructions

Required Sociolinguistic and Cultural Knowledge and Skills:

- writing conventions from left to right and top to bottom
- copying basic information into appropriate formats

Required Numeracy Knowledge and Skills:

- high frequency sums of money in a written text, such as advertising material
- time (analogue and digital), such as
 - hours and half hours *2:30*
 - time and date for an appointment *Dentist 9/9/13 - 8.30*
- temperatures in weather report
- to understand quantities in a written text, such as *250 grams of flour*

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 written text may include:

- simple and simplified print based and online texts, often supported by visual information, about familiar topics in the immediate context, such as
 - short shopping list
 - supermarket catalogue
 - signs
 - roster or timesheet
 - personal documents, such as driver's licence, credit card or Medicare card
 - simple map of immediate area
 - appointment card / SMS
 - bank / credit card statement
 - train / tram / bus ticket
 - weather forecast
- simple short advertisement, such as
 - sale location
 - date and time
 - specials
- basic 'official' information in familiar contexts, such as
 - some details of water restrictions
 - days for household waste collection
 - workplace safety signs
 - SMS fire danger alerts
- menus

Basic factual details may include:

- highly familiar vocabulary, such as
 - dates, expiry
 - times
 - places
 - telephone numbers
 - quantities / weights
 - prices
- simple descriptions, such as
 - on a menu *Fried potatoes*
 - on a catalogue *Large sizes available*
- days, temperature, weather features, such as
 - rain
 - wind
 - cloudy
 - fire danger level
- simplified or simple factual text, such as
 - news item summaries
 - short text from encyclopaedia
 - dictionary entry
 - magazine or textbook items

Appropriate information may include:

- numbers
- letters
- words
- short phrases
- basic sentences

Task requirements may include:

- copying information in a classroom activity, such as
 - to develop short, basic personal vocabulary lists, such as L1 with L2 definitions
 - to develop personal verb lists
 - notes from the board
 - typing words or phrases to complete an online language activity
 - to develop spelling lists
 - completing cloze exercise
 - completing a dictation exercise
- copying details for personal records, such as
 - to record an appointment onto a calendar
 - to make a shopping list for a class activity
- transferring from hand written to word processed format, such as
 - recipe
 - excursion details
 - personal email

Suitable format may include:

- list / table
- boxes / fields
- lines or dashes
- poster / classroom signs
- word processed document
- interactive activities online, such as language learning, enrolment forms
- flash cards
- notes on board

Purpose of instructions may include:

- to give basic directions to a place, such as turn left, turn right
- to give safety advice, such as
 - *do not enter, wash hands thoroughly, watch your step*
- to make a basic dish, such as
 - *add the sugar*
- to provide access or exit to an area, such as
 - *pull, push, slide, Women / Men*
- to deny access to an area, such as
 - *no entry, do not enter*
- to validate transport tickets

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use basic conventions and apply linguistic knowledge to
 - follow and use left to right, top to bottom orientation of texts to read short basic texts
 - select and copy simple information from written texts for specific tasks
 - read and follow basic, short everyday instructions

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks relate to the learner's immediate context
- content (structures, vocabulary and cultural references) is familiar
- texts are legible and do not include too many complex features, such as multiple fonts
- texts contain strong support from the context, such as visual clues
- reading texts are no longer than a phrase or one or two very simple sentences
- reading tasks do not require complex written responses
- consideration is given to emerging skills development, such as errors of tense and agreement, omission of article, pronouns, plural endings, mixing up prepositions
- support includes access to:
 - extended time to read and decode texts
 - guidance, such as contextual support
 - prompting and advice
 - bilingual support, such as dictionary
 - visual supports, such as picture dictionaries

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of short texts and written directions
- a portfolio containing evidence of completed written texts or copies of electronic texts
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in basic reading and writing

| | |
|---|--|
| Unit Code | VU22590 |
| Unit Title | Plan language learning with support |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to identify current language learning skills, and plan future language skills development with an appropriate support person.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Learning and Oral Communication at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute to the achievement of Speaking 1+ and Listening 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop language learning skills and strategies to use in a formal learning environment, and to become an effective independent language learner. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Outline personal language learning needs | <p>1.1 <i>Review</i> own language learning with <i>support person</i></p> <p>1.2 Identify <i>language learning preferences</i></p> <p>1.3 Identify language learning <i>needs</i></p> |
| 2 Develop a language learning plan | <p>2.1 Identify the <i>purpose</i> of a language learning plan</p> <p>2.2 Select <i>language learning plan format</i></p> <p>2.3 Identify <i>appropriate activities</i> in consultation with a support person</p> <p>2.4 Plan <i>review process</i></p> |
| 3 Monitor and update the language learning plan | <p>3.1 Review language learning according to plan</p> <p>3.2 Discuss <i>language learning progress</i> with support person/ s</p> |

3.3 Use learning plan to assist ***planning for next steps*** in language learning

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a limited number of words, phrases and expressions to discuss immediate language learning needs and preferences which include some simple linguistic terms
- simple everyday adjectives, adverbial expressions
- simple past and present, future forms to talk about language learning plan, such as
 - *I am going to make a vocabulary book*
- a limited range of common high frequency simple imperative forms related to the learning environment, such as *practise pronunciation every day*
- simple question forms to discuss language learning
- limited range of simple connectives to talk about language learning, such as *and, but, because*
- simple modals, such as *must, have to*
- simple paralinguistic features to interpret and convey meaning and acknowledge understanding in communicating language learning needs

Required Sociolinguistic and Cultural Knowledge and Skills:

- common polite expressions used in discussions with support persons, such as *Thank you for your help, Could you help me?*

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.

Review may include:

- listing previous language learning
- noting successful strategies
- noting barriers to previous learning
- identifying future language learning priorities
- discussing pathway options, such as future training and relevant language learning
- review of general skills
- discussion in first or other language
- units already achieved
- preferred electives

Support person may include:

- EAL teacher
- family member
- peer
- volunteer tutor
- bilingual support person
- course coordinator
- placement officer

Language learning preferences may include:

- matching language learning to own learning preference, such as practical application, field trips, projects, text based
- focus on specific skills, such as emphasis on speaking and listening
- language learning for specific course or employment objective
- self-study options, such as accessing learning resources to use at home
- working with a mentor
- modelling
- choosing own topic areas

Needs may include:

- developing specific skills, such as pronunciation, literacy skills
- developing digital technology skills to access language learning options
- developing confidence
- developing English language skills for specific purpose, such as
 - further study in specific field
 - employment
 - community involvement

Purpose may include:

- assisting learner and course provider to plan relevant / focussed language learning
- a method of managing learning
- a means of meeting learner needs
- a tool to monitor progress
- to trial new approaches / strategies
- to assist participants to become independent learners
- to identify short and long term objectives

Language learning plan format may include:

- form / checklist
- simple online record
- interview
- class discussion
- paired activity
- a weekly / daily plan of activities / language learning strategies

Appropriate activities may include:

- copying familiar materials in formal and informal settings
- transcribing simple, relevant information
- keeping a vocabulary list

Review process may include:

- identification of additional support persons to be involved, such as interpreters, peers, EAL teachers and coordinators
- review of completed tasks and feedback
- peer feedback
- feedback on progress towards achievement of unit requirements
- agreed measures of progress
 - weekly / daily tasks
 - tests
 - interviews
 - responses to new language learning strategies used
 - self-evaluation
 - documentation, such as photos, vocabulary lists

Language learning progress may include:

- review of specific skills
- progress in reading targets
- identification of successful strategies
- identification of barriers to learning
- identification of new learning preferences and strategies

Planning for next steps may include:

- seeking guidance on course selection
- accessing information on study options with support
- developing revised or new learning plan
- field trips / excursions to see other learning options
- observation of classes
- listening to guest speakers
- modification of language learning options

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- work with a support person and use familiar conventions and linguistic knowledge to
 - review own language learning and identify language learning needs
 - discuss the development and monitoring of a language learning plan

Context of and specific resources for assessment

Assessment must ensure:

- support for the learner takes into consideration the following
 - need for support in discussion, such as repetition, restatement and gestures
 - need for access to bilingual support, such as explanations and discussion in own language

Method(s) of assessment

The following are suggested assessment methods for this unit:

- discussion of language learning needs
- review of documents produced by the learner, such as word lists
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple communication about language learning

Unit Code**VU22591****Unit Title****Participate in short simple exchanges****Unit Descriptor**

This unit describes the skills and knowledge required by EAL learners to participate in short, simple conversations which involve the exchange of personal information, and make and respond to simple requests and inquiries directly related to immediate personal and social needs.

The outcomes described in this unit relate to:

- The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 1
- and
- the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 1+ and Listening 1+.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to participants wishing to develop speaking and listening skills in English to satisfy immediate personal needs in conversations and transactions in familiar and mostly predictable contexts, such as socialising / community events, shopping, commuting, health, school / college.

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 Exchange greetings and personal information

- 1.1 Use ***greetings*** and make ***introductions*** in ***short simple exchanges*** with another person
- 1.2 Respond to ***inquiries about personal information and interests***
- 1.3 Inquire about personal information and interests of the other person
- 1.4 Give ***simple explanations*** of personal information
- 1.5 Respond to and make ***requests for repetition or clarification*** as required
- 1.6 Use simple ***closings***

- | | | | |
|---|--|-----|--|
| 2 | Make and respond to simple requests or inquiries | 2.1 | Use <i>polite language forms or expressions</i> to initiate and respond to simple requests or inquiries |
| | | 2.2 | Use <i>questions to make simple requests or inquire about goods and services</i> |
| | | 2.3 | State <i>need</i> and give simple explanations |
| | | 2.4 | Respond to requests for repetition or clarification or further explanation |
| | | 2.5 | Use appropriate closings |
| | | 2.6 | Evaluate effectiveness of the transaction with a <i>support person</i> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a limited number of simple words, phrases and expressions related to immediate needs in familiar transactions and social situations
- simple, every day adjectives to make simple requests, such as
 - *Can I have the big one?*
- simple time and place words and phrases, such as
 - adverbial time expressions *every day, last year*
 - *before, after, here, there*
- a limited range of simple high frequency connectives, such as
 - *and, so, or, but, when, because*
 - to give simple explanations *My son is sick so I will be late*
- a limited range of simple discourse markers, such as
 - *next, then, after*
- a limited range of common high frequency verb tense forms, such as
 - simple present
 - simple past
 - simple imperative
 - future with will, for example *I will study English*
 - future with going to, for example *I am going to class*
 - verbs to describe routines, for example *I go, I do, I check*
- simple relationships expressed by subordination, such as in *when* and *if* clauses for example *If I study English, I will get a job*
- simple personal singular pronouns, such as *I, you he/she*
- simple possessive adjectives, such as *my, your, his/hers*
- simple questions and statements, such as
 - to exchange information
 - to make inquiries
 - to help the listener to interpret the utterance
 - to seek clarification, repetition or explanation, for example *I don't understand. You mean...?*
- simple frequently used modifying words and phrases, such as *nearly, very, almost*
- some simple phrasal verbs, such as *get off, pick up, pull up*
- use simple paralinguistic features, such as body language
 - to interpret and convey meaning
 - to open and close exchanges
 - to acknowledge understanding
- intonation of questions, statements and commands, such as to convey feelings
- use pronunciation, stress and intonation which is generally intelligible with high frequency words in familiar, supportive contexts

Required Sociolinguistic and Cultural Knowledge and Skills:

EAL Framework

Section C: Units of Competency

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- common polite expressions, such as *please, thank you, excuse me, could you*
- a limited range of common colloquialisms, such as *no worries, see ya!*

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.

Greetings and ***introductions*** may include:

- formulaic expressions, such as
 - *Good morning / afternoon / evening / night*
 - *How do you do?*
 - *Pleased to meet you*
- questions and answers about health and wellbeing, such as
 - *Hi, how are you? Fine thanks, and you?*
- introductions using appropriate forms, such as
 - *Hi, I'm Lan. I'm a new student.*
 - *This is Amina and this is Ali. They are joining our class.*
 - *My name is Mrs Lopez. I'm Ana's mother.*

Short simple exchanges may include:

- casual conversations, such as
 - with class members, teachers
 - with other community members
- enrolment interviews

Inquiries about personal information and interests may include:

- questions about background information, such as
 - *When did you come to Australia?*
 - *Where did you come from?*
 - *Where do you live now?*
 - *Do you have / Have you got any children?*
- requests eliciting work or study details, such as
 - *Tell me about your work and study*
 - *How do you come to class / college / the centre?*
- statements to elicit information about interests or simple opinions, such as requests for repetition or clarification
 - *Tell me what you like to do in your free time*
 - *How do you like our weather?*

Simple explanations may include:

- giving reasons why using *because*, including negative form, such as
 - *I came to Australia because there is a war in my country*
 - *I live in St Albans because my sister is there*
 - *I didn't finish school because I got a job*
 - *I don't like the cold weather because I always feel sick*
 - *I can't come to school because my son is sick*

Requests for repetition or clarification may include:

- to confirm times and dates, such as
 - *Are you coming to class next week?*
 - *Which day / What time will you be coming?*
- asking someone to repeat or restate information, such as
 - *I don't understand, could you explain it again please?*
 - *Can you repeat that?*
- strategies for clarification, such as
 - *How do you spell that?*
 - *Can you spell your name, please*
 - *Can you write it?*
- using simple body language, such as gestures and facial expressions to assist communications

Closings may include:

- formulaic expressions, such as
 - *I'd better go*
 - *See you later / tomorrow / next Monday*
 - *Have a good weekend*
- expressions of gratitude, such as
 - *Thank you very much for your help*

Polite language forms or expressions may include:

- polite expressions to start a request, such as
 - *Excuse me. Can you help me?*
 - *Would you mind helping me to...?*
- use of conditional, such as
 - *Could you tell me...?*
 - *Could you show me...?*
- polite expressions to reassure, such as
 - *Sure*
 - *Certainly*
 - *Of course*

Questions to make simple requests may include:

- to seek permission, such as
 - *Can I make a photocopy here?*
 - *Can I leave at two o'clock?*
- to make a purchase, such as
 - *Can I try it on?*
 - *Do you have a larger size?*
- to make a polite request, such as
 - *Can you shut the window, please?*

Inquire about goods and services may include:

- using *can* or conditional, such as
 - *Can I open a bank account, please?*
 - *Could you tell me if you have this in size 12?*
 - *I would like to enrol in another class*
- questioning using simple structures, such as
 - *Do you have size 12?*
 - *Are you open on Sunday?*

Need may include:

- using *must* or *have to*, such as
 - *I must pick up my daughter from school*
- using *need*, such as
 - *My mother needs something for headaches*
 - *I need to change my address details*
 - *I need a photocopy, please*
- simple statements, such as
 - *I have a dentist appointment*
- specific requests of some importance, such as
 - *Can I see the principal, please? I have a letter about my son*

Support person may include:

- peer
- teacher / teacher aide
- mentor
- bilingual aide
- a family member or other person who speaks the same 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and linguistic knowledge to
 - use and respond to simple spoken English on a limited range of familiar topics such as personal details, daily routines and simple requests for goods and services beyond basic needs in simple face-to-face conversations with one other person
 - initiate and conclude a conversation on a limited range of familiar topics
 - use strategies to get the interlocutor to repeat or explain words and phrases

Context of and specific resources for assessment

Assessment must ensure:

- assessment tools developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive
- access to a range of print or online EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, and/or an English-English dictionary
- support for the learner takes into consideration the following factors
 - need for a sympathetic speaker / interlocutor using clear, slow and repeated speech
 - utterances will be limited in length and complexity
 - visual and paralinguistic support should be provided
 - dependence on context to understand meaning
 - need for clarification when meaning is not understood, repetition, restatement, gestures
 - learner will have developing sociolinguistic and cultural knowledge
 - common errors will occur in verb tenses, agreement, some pronouns
 - speaking will usually be characterised by hesitations and circumlocutions and strongly influenced by L1
 - assessment should take into account intelligibility over pronunciation.

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of performance
- role plays
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in short simple oral communication

| | |
|---|---|
| Unit Code | VU22592 |
| Unit Title | Give and respond to short, simple spoken instructions and information |
| Unit Descriptor | <p>This unit describes the basic skills and knowledge required by EAL learners to give and respond to simple instructions or directions and respond to and provide simple spoken information related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 1+ and Listening 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop speaking and listening skills in English to satisfy immediate personal needs in exchanges in familiar and in most cases predictable contexts, such as shopping, commuting, health, school / college. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Respond to short, simple everyday spoken instructions or directions | <p>1.1 Identify <i>simple everyday spoken instructions and directions</i> in a <i>range of familiar contexts</i></p> <p>1.2 Follow instructions or directions relating to <i>movement and position</i></p> <p>1.3 Follow instructions or directions involving <i>simple measurement, amounts or sizes</i></p> |
| 2 Give short, simple everyday spoken instructions or directions | <p>2.1 Identify the <i>purposes and contexts</i> for simple everyday spoken instructions or directions</p> <p>2.2 Use <i>imperative forms</i> to convey meaning</p> <p>2.3 Use <i>supports</i> as required</p> |

- 2.4 Respond to requests for repetition, clarification or explanation
- 3 Respond to simple spoken texts
 - 3.1 Identify the topic of the ***simple spoken text***
 - 3.2 Locate and explain ***key words*** and expressions in the text
 - 3.3 Identify ***simple explanations***
- 4 Give simple information
 - 4.1 ***Introduce*** the topic
 - 4.2 Convey meaning using ***simple description or narration***
 - 4.3 Give simple explanations about the information
 - 4.4 Use supports as required

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a limited number of simple words, simple structures, phrases and expressions related to simple descriptions and instructions, such as
 - *left, right, straight ahead, turn right, turn left*
 - *It's on the right.*
- simple every day adjectives, such as to convey attitudes, opinions and feelings, such as
 - *I am sad about this*
 - *This is an important topic*
- simple time and place words and phrases in simple descriptions and instructions, such as
 - adverbial time expressions *every day, twice a week*
 - *before, after, here, there*
- a limited range of simple high frequency connectives, such as
 - *and, so, or, but, when, because, Turn left and Go ahead*
- a limited range of simple discourse markers to convey instructions and information, such as
 - *next, then, after*
- a limited range of common high frequency verb tense forms, such as
 - simple present
 - simple past
 - simple imperative
 - future with will and going to
- simple personal singular pronouns, such as
 - *I, you, he/she*
- simple possessive adjectives, such as
 - *my, your, his/hers*
- simple questions and statements, such as
 - for information, such as *Who is it? What time is it? Where is it? It's there. I think... What do you think?*
 - to seek clarification, repetition or explanation, such as *I don't understand. You mean...?*
- intonation of questions, statements and instructions
- simple frequently used modifying words, such as
 - *nearly, very*
- some simple phrasal verbs, such as
 - *get off, pick up, pull up*
- simple paralinguistic cues, such as body language to interpret and convey meaning and acknowledge understanding
- intonation of questions, statements and commands, such as to convey feelings
- pronunciation, stress and intonation which is generally intelligible with high frequency words in familiar, supportive contexts

Required Sociolinguistic and Cultural Knowledge and Skills:

- appropriate familiar forms of address, use of first names, titles, such as
 - *Mr, Mrs, Ms*
- a limited range of common colloquialisms such as
 - *See ya!*
- a limited range of common polite expressions, such as
 - *Thanks for your help.*

Required Numeracy Knowledge and Skills:

- basic numerical information related to simple position and movement, measurement, amounts or sizes to enable simple instructions or directions to be followed

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 everyday spoken instructions and directions may include:

- everyday instructions related to familiar, immediate needs, such as
 - how to operate simple machines like a photocopier *Don't open/close it. Put the paper here then press this button.*
- how to complete a classroom task
 - *Write your name here / at the top of the page*
- following a simple recipe
 - *Cut the onions and cook them slowly in oil*
- one or two step instructions or directions joined by *and, then* or *next*, such as
 - *Go straight to the lights, then turn right*
 - *Then do the exercise*
- instructions and directions which include simple numerical information related to time, distance, money, such as
 - *You need to pay \$5 for the excursion*

A range of familiar contexts may include:

- classroom, such as teacher-led and group activities
- library
- front reception
- using familiar equipment, such as a photocopier, computer program
- community setting, such as a child care centre within a community education centre, shared kitchen
- canteen
- train station
- on an excursion

Movement and position may include:

- turn, left, right, around
- behind, up, down
- into, at the bottom of

Simple measurement, amounts or sizes may include:

- metres, kilometres
- numbers
- grams, kilograms
- litres
- large, small

Purposes and contexts may include:

- giving everyday directions related to familiar, immediate needs, such as how to get to the station / bus stop / shopping centre
- giving someone assistance, such as in a classroom activity
- providing instructions on how to make or do something as part of a classroom demonstration

Imperative forms may include:

- simple instructions, such as
 - *Go straight to the lights and turn right*
- negative form, such as
 - *Don't open it quickly*
- simple warnings or advice, such as
 - *Open the cover slowly*
- simple expressions related to quantity, size, shape, such as
 - *Cut into squares*
 - *Add 600ml of water*

Supports may include:

- diagrams and drawings
- maps
- realia
- photos
- video or audio

Simple spoken text may include:

- announcements (loudspeaker), such as train departure information
- weather reports on radio and TV
- telephone voice mail recorded greetings
- touch screen recordings
- poems, stories and recounts read or recited by peers, teachers and in recordings
- digital stories
- 'sound bites' from websites, such as 'YouTube'
- School / teacher announcements

Key words may include:

- *who?* people
- *what?* objects, events, actions
- *where?* locations, places
- *when?* time, day, month, year

Simple explanations may include:

- reasons with familiar expressions of feeling or attitude, such as *I'm happy / sad / angry*
- details such as reason for change of time or venue
- simple opinions, such as
 - *I think this is a good class because we listen*
 - *I feel tired today*
 - *I don't like football*
 - *I hope I can study next year*

Introduce may include:

- giving an explanation for the topic of a short presentation, such as
 - *I am interested in this topic because...*
- responding in an interview such as
 - about future study plans, for example *I want to continue my English studies because I hope to study nursing*
- bringing a new topic to a conversation, such as
 - *Can we talk about this now?*
- introduction as part of a classroom communication activity, such as providing a description of a person using new vocabulary and expressions
- initiating a conversation and providing information as explanation, such as eligibility for a course

Simple description or narration

may include:

- people
- places, times
- things
- routines / events / actions
- personal circumstances such as past education

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 Curriculum.

**Critical aspects for
assessment and evidence
required to demonstrate
competency in this unit**

Assessment must confirm the ability to:

- use familiar conventions and linguistic knowledge to
 - give and respond to simple spoken instructions or directions
 - give and respond to simple spoken information texts
 - use communication strategies to clarify meaning and information

**Context of and specific
resources for assessment**

Assessment must ensure:

- assessment tools developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive
- support for the learner takes into consideration the following factors
 - need for a sympathetic speaker / interlocutor using clear, slow and repeated speech
 - utterances will be limited in length and complexity
 - visual and paralinguistic support should be provided
 - dependence on context to understand meaning
 - need for clarification when meaning is not understood, repetition, restatement, gestures
 - learner will have developing sociolinguistic and cultural knowledge
 - common errors will occur in verb tenses, agreement, some pronouns
 - speaking will usually be characterised by hesitations and circumlocutions and strongly influenced by L1
 - pronunciation of high frequency words and expressions will generally be clear enough to be understood but there may be some pronunciation difficulties
 - assessment should take into account intelligibility over pronunciation

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation
- role plays
- additional questioning to confirm linguistic, sociolinguistic and cultural knowledge used in short simple oral communication

| | |
|---|--|
| Unit Code | VU22593 |
| Unit Title | Read and write short simple messages and forms |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write short, simple digital and/or print messages and forms directly related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> the Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 1 <p>and</p> <ul style="list-style-type: none"> the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of Reading 1+ and Writing 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop simple reading and writing skills to satisfy immediate personal and social needs in familiar and mostly predictable community, educational, or workplace contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read short simple written messages for immediate everyday purposes | 1.1 Identify the <i>purpose</i> of the <i>short simple message</i> 1.2 Identify the <i>key information</i> in the message 1.3 Locate <i>familiar words or phrases</i> |
| 2 Write short simple messages for immediate personal and social purposes | 2.1 Identify purpose for the short simple message 2.2 Select and use appropriate <i>layout conventions</i> 2.3 Convey information clearly in short sentences 2.4 <i>Check</i> writing and make revisions as needed 3.1 Identify the <i>purpose of the short simple form</i> 3.2 Scan text and locate key information |

- | | |
|--|---|
| 3 Read short simple forms for immediate personal and social purposes | 3.3 Identify and use organisational features of forms |
| 4 Complete short simple forms for immediate personal and social purposes | 4.1 Identify the purposes and requirements of the short simple form |
| | 4.2 Fill in details as required |
| | 4.3 Respond to questions appropriately |
| | 4.4 Complete and check all sections and make revisions as required |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a limited range of simple content words relevant to immediate personal and social needs to read and write messages and forms
- a limited range of phrases and formulaic expressions used in simple messages and forms
- a limited range of simple adjectives and adverbs
- a limited range of simple adverbial phrases, such as
 - *at the station, after work*
- a limited range of high frequency tenses, such as
 - simple present
 - simple past
 - present continuous
 - imperative
 - future with will, for example *I will meet you after work*
- some simple phrasal verbs, such as *get off, pick up, come over*
- simple modals such as *could, must, have to*, for example *I have to let you know*
- simple contracted forms, such as *I'll see you*
- simple connectives, such as *and, or, but, because* in simple messages, for example
 - *I can't come to class because I am sick*
- the alphabet in upper and lower case
 - to read words, numbers and short simple sentences
 - to write words and sentences in simple messages and simple forms
- basic structural features in simple short messages, such as
 - short, simple sentences (subject-verb-object)
 - short compound sentences
 - simple punctuation, for example full stop and question mark
- follow sequential or conditional instructions to complete forms, such as *Go to section B*
- simple question forms, such as
 - to seek clarification and confirmation of instructions on forms *What does this mean?, Is this OK?*
 - to seek assistance from support person to draft and check writing and make corrections
- reading skills to access simple bilingual dictionary and/or simple English picture dictionary to check unfamiliar words

Required Sociolinguistic and Cultural Knowledge and Skills:

- appropriate forms of address, such as use of first names, titles *Mr, Mrs, Ms* or familiar forms of address in formal/informal messages
- conventions to complete simple messages, such as openings, salutations, layout
- conventions in forms, such as dates, titles, simple abbreviations such as *N/A*, symbols and graphics
- use of models to guide writing in messages and forms

- writing conventions from left to right and top to bottom
- simple common polite expressions, such as *How are you? Are you OK?*

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.

Purpose may include:

- to convey simple personal information to familiar others, such as
 - a shopping list with some details such as quantities
 - telephone number
 - expected arrival time, for example *Home at 3:30 pm*
 - to make arrangements to meet, for example place, time, date, purpose *Let's meet for coffee at 11:30 and talk about the party*
 - to let someone know you are running late
 - to give advice or instruction, for example *Turn off the soup at 12:00 pm*
 - to give a warning
 - to send greetings and details while travelling
- to convey information in a more formal way to others, such as
 - to express wishes, for example get well, condolences, congratulations such as birthday
 - to invite someone to an event
 - to request permission, such as *My daughter has an appointment at 3.00. She needs to leave school at 2.30 today*
 - to express concern in a short simple comment, such as a list of concerns being collected about school crossing safety

Short simple message may include:

- hand written / digital / print based messages, such as
 - handwritten note
 - lists
 - SMS
 - email messages
 - posting on social media such as response to another's posting
 - card – such as Birthday, Get Well, Sympathy, invitation
 - post card
 - simple, short letter
 - short comments on a petition or noticeboard

Key information may include:

- main point or idea of a message, such as
 - to send wishes
 - to let someone know something about an event
 - to give information to explain or advise
 - to keep up to date for social purposes
 - to express concern
- key and important details, such as
 - who? what? where? when? *Sue's Birthday Party at 3 pm Saturday 1st November*
- actions required, such as
 - RSVP – date and contact details
 - request someone to do something, for example to buy goods, post a letter, pick up a child from school, **simple explanations** take a friend to the doctor
 - warning or advice, such as *Room change today. Go to B401A*
 - request for improvement or change

Familiar words or phrases may include:

- names, such as
 - people
 - places – suburbs, streets, classroom, in the local community
 - countries, nationalities and languages
 - familiar and immediate every day words relating to familiar events and interests, such as
 - food items
 - transport
- formulaic expressions, such as
 - *Get well soon*
- common imperatives, such as
 - *Pick up the parcel from the post office*

Layout conventions may include:

- location of 'text on the page', such as
 - salutations / closings, address
- format for handwriting such as lower case
- number and date formats

Check may include:

- asking the teacher or support person to check
- asking another student to check
- asking a friend or family member to check
- review using bilingual resources such as dictionary
- using word processing spell check

Purpose of the short simple form may include:

- class excursion permission
- classroom learning activity sheet, such as
 - cloze exercise, jigsaw activity sheet, self-evaluation form, feedback form
- course enrolment
- library card application
- surveys or questionnaires about learning, community activities
- community petition such as for road improvements, level crossing improvements

Organisational features may include:

- navigational features in a paper based text, such as
 - words indicating where to complete sections *Turn to page 2, Go to question 4*
- non textual features, such as
 - symbols, pictures / photographs, cartoons
- navigational features in an online text, such as
 - menus, buttons

Details may include:

- name and address
- age / date of birth
- number of people in the family / names of family members
- signature
- responses to questions or sections to identify gender / marital status / length of time in Australia / language spoken

Appropriately may include:

- using correct format for words, such as block letters
- using required abbreviations, such as M/F
- circling, ticking, checking (X) or underlining items
- writing numbers in correct format
- following instructions for number of 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and linguistic knowledge to:
 - read short simple messages and forms related to familiar topics such as personal details, daily routines, immediate personal, social and study needs
 - construct short simple messages which include simple phrases or short sentences
 - complete forms using formats appropriate to need and context
 - check own written messages and forms for accuracy

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks use texts which are
 - related to familiar topics and immediate personal, cultural, and social settings
 - contain familiar structures and vocabulary
 - include familiar cultural references
- access to print and/or digital EAL resources such as
 - bilingual dictionary
 - simple English dictionary or picture dictionary
 - charts, word lists
- support for the learner takes into consideration the following:
 - need for frequent support to interpret meaning and understand unfamiliar cultural references
 - need for strong support from the context, including visual cues to interpret meaning
 - need for extended time to read and complete written texts
 - writing may include omission of articles, errors in verb tenses and agreement

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of a written message or form
- a portfolio containing evidence of completed messages and forms
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|--|
| Unit Code | VU22594 |
| Unit Title | Read and write short, simple informational and instructional texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write short, simple informational and instructional texts directly related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of Reading 1+ and Writing 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop simple reading and writing skills to satisfy immediate personal and social needs in familiar and mostly predictable community, educational, or workplace contexts. |
| 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 Respond to short simple written directions or instructions | 1.1 Identify the <i>purpose</i> of the <i>short simple written directions or instructions</i> 1.2 Clarify and confirm <i>actions</i> required |
| 2 Write short simple instructional texts for immediate personal and social purposes | 2.1 Identify the purpose of the text and clarify the <i>needs of the audience</i> 2.2 Select information as appropriate 2.3 Use <i>format</i> appropriate to purpose to record instructions 2.4 <i>Check</i> writing and make revisions as needed |

- | | |
|--|--|
| 3 Read short, simple informational texts | 3.1 Identify the <i>audience and purpose</i> in the <i>short simple informational text</i> |
| | 3.2 Scan text for <i>specific information</i> |
| | 3.3 Identify <i>key vocabulary items</i> |
| 4 Write short simple informational texts | 4.1 Identify the audience and purpose for the short simple informational text |
| | 4.2 Plan writing |
| | 4.3 Convey information clearly in short sentences |
| | 4.4 Check text and produce final draft |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a limited range of simple content words, phrases and expressions relevant to immediate needs
 - to respond to simple instructions, such as *Tick the answer*
 - to read and compose short, simple informational texts, such as time, place, date and cost of class
- a limited range of simple phrases and formulaic expressions used in simple instructions and information texts
- a limited range of simple adjectives and modifying devices to provide detail in informational texts, such as
 - *In central Australia it is very hot and dry*
- a limited number of simple adverbial phrases, such as
 - sequencing / discourse markers, for example *first, next, finally*
 - adverbs of time and manner, for example *usually, now, slowly, quickly*, as in *Sale on now!*
- a limited range of common high frequency tenses, such as
 - simple present, for example *to be* - *The house is in Dandenong* and *to go* + direction
 - simple past
 - imperative *Meet at the canteen*
 - future with will *You will complete three tests*
- a limited range of simple phrasal verbs, such as
 - *Mix in, Turn on/off*
- simple modals such as
 - *must, have to, You must mix it slowly*
- simple contracted forms, such as
 - *Your teacher can't come until 2:30*
- simple connectives, such as *and, or, but, because*
 - to follow instructions, such as *Heat the milk but do not boil*
 - to read and write informational texts, such as *Students can go home because the school is closed today*
- the alphabet in upper and lower case
 - to read letters in the context of simple whole words
 - to decode meaning of simple text
 - to copy and construct words, numbers and simple sentences using correct letter and word order
- regular and irregular plural forms, such as
 - *strawberries*
- basic structural features of informational texts, such as
 - short, simple sentences (subject-verb-object)
 - short compound sentences
 - simple punctuation, such as full stop and question marks

- simple question forms
 - to seek clarification and confirmation of meaning in instructions and information texts
 - to seek assistance from support person to draft and check writing and make corrections
- reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar words

Required Sociolinguistic and Cultural Knowledge and Skills:

- appropriate register in writing according to the audience and the purpose of the text
- conventions to complete short simple informational texts, such as
 - layout, for example headings, bullet points
 - visual and diagrammatic elements such as tables or diagrams
- writing conventions from left to right and top to bottom

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.

Purpose may include:

- to access information, goods or services
- to use basic features of equipment
- to access learning activities
- to complete a test
- to find a location

Short simple written directions or instructions may include:

- written on paper or online:
 - on screen step by step instructions, for example ATM withdrawal, library book renewal, travel card top up
 - instructions for a language learning activity
 - simple directions to a nearby location (as part of a notice or email for an excursion or community activity)
 - using basic equipment such as a photocopier, language learning software program
 - signs such as *Keep Out*, *Don't Touch*

Actions may include:

- number of and order of steps to take
- requirements, such as completion of forms
- collection of equipment or other items, such as ingredients and items required to follow a recipe
- confirming with others

Needs of the audience may include:

- audience may be fellow classmates, community members or self
- legible handwriting, clear logical layout, key information highlighted, correct spelling and grammar
- accurate numerical information, such as
 - times (am / pm), addresses, quantities such as kilos, grams
- information in one or more languages

Format may include:

- lists with headings
 - shopping list, recipe, ingredients
 - book list, personal vocabulary list, verb tenses list
 - short texts copied from dictionaries, for example definitions, pronunciation of words
- copying short texts from notices, community posters, schedules, train / tram times
- simple instructions for a specific purpose
 - how to make something, directions to a place
- chart / labelled diagram / map
- prose format, which may include visual
- note form using headings and bullet points / outline numbering
- digital format

Check may include:

- asking the teacher or support person to check
- asking another student to check
- asking a friend or family member to check
- review using bilingual resources such as dictionary
- using word processing spell check

Audience and purpose may include:

- specific group such as to inform students of arrangements for a course
- teacher, such as a report as part of an assessment
- peers, such as informational report to class members
- community, such as information about a social event, an upcoming market, local council activity
- newsletter items for a community group, such as local soccer club
- personal network, such as an invitation to a family event, notification of a celebration / commemoration
- fellow parents or workers, such as information in a report, a blog or in a newsletter
 - about a problem and solution
 - to compare and contrast
 - to describe cause and effect

Short simple informational texts may include:

- online screen based texts and paper based texts, such as
 - a short news item for a class newspaper
 - a description of a room for rent, car for sale, house for rent, garage sale, car boot sale
 - simple brochure
 - simple poster / flyer, for example for a class activity / community event
 - invitation

Specific information may include:

- main topic or ideas
- people involved
- names of places or locations
- specific facts, such as
 - when, why, how
 - past and future events
- linguistic items such as connectives
 - *but* comparisons
 - *because* giving reasons

Key vocabulary items may include:

- words and phrases to describe
 - time
 - place
 - people
 - news events such as storm damage
 - equipment
 - quantities

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and linguistic knowledge to
 - read a simple instructional and a simple information text related to familiar topics, such as personal details, daily routines, immediate social and study needs
 - construct a simple instructional and a simple informational text which include short sentences using formats appropriate to need and context
 - review own written instructional and informational texts for accuracy

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks use texts which are
 - related to familiar topics and immediate personal and social settings
 - contain familiar structures and vocabulary
 - include familiar cultural references
- access to suitable texts
- access to EAL resources, such as
 - bilingual dictionary
 - simple English dictionary or picture dictionary
 - charts, word lists
- support for the learner takes into consideration the following
 - need for frequent support to interpret meaning and understand unfamiliar cultural references
 - need for strong support from the context, including visual cues to interpret meaning
 - need for extended time to read and complete written texts
 - writing may include omission of articles, errors in verb tenses and agreement

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written instructions and information
- a portfolio containing evidence of completed texts
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|---|
| Unit Code | VU22595 |
| Unit Title | Read and write short, simple descriptive and narrative texts |
| Unit Descriptor | <p>This unit describes skills and knowledge required by EAL learners to read and write short, simple digital and/or print descriptive and narrative texts directly related to immediate personal and social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of Reading 1+ and Writing 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop simple reading and writing skills to satisfy immediate personal and social needs in familiar and mostly predictable community, educational, or workplace contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read short simple descriptive texts | <p>1.1 Identify the <i>topic</i> of the <i>short simple descriptive text</i></p> <p>1.2 Scan text for <i>specific information</i></p> <p>1.3 Identify key <i>vocabulary items</i></p> |
| 2 Write short simple descriptive texts | <p>2.1 Identify the topic and <i>audience</i> of the short simple descriptive text</p> <p>2.2 <i>Plan writing</i></p> <p>2.3 Use effective description in short sentences</p> <p>2.4 <i>Check</i> writing and produce final draft</p> |

- | | |
|--------------------------------------|--|
| 3 Read short, simple narrative texts | 3.1 Identify the topic and the main ideas in the <i>short simple narrative text</i> |
| | 3.2 Scan text for specific information |
| | 3.3 Identify <i>narrative text features</i> |
| 4 Write short simple narrative texts | 4.1 Identify the topic and audience for the short simple narrative text |
| | 4.2 Select narrative text features and plan writing |
| | 4.3 Convey narration clearly in short sentences |
| | 4.4 Check writing and produce final draft |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Skills and Knowledge:

- a limited range of simple content words, phrases and expressions relevant to immediate personal and social needs to read and compose short, simple descriptive and narrative texts
- a limited range of simple familiar phrases and formulaic expressions used in descriptions and narratives
- a limited range of simple adjectives and modifying devices
 - in descriptions, for example *My mother has long black hair*
 - in narrative texts, for example *I went to a small school*
 - to express emotion in a reflection, for example *happy, quiet, angry*
 - to express opinion in a description, for example *My childhood was not a happy time*
- a limited number of simple adverbial phrases, such as
 - sequencing / discourse markers, for example *first, next, finally*
 - adverbs of time and manner, for example *usually, now, slowly, quickly*
- a limited range of common high frequency tenses, such as
 - simple present, for example *to be, I am the eldest of seven children*
 - simple past
 - future with will *I hope I will return to my country of birth*
- a limited range of simple phrasal verbs, such as
 - *I grew up in the countryside*
- simple modals, such as
 - *must, have to, I had to clean the sheds every morning*
- simple connectives, such as
 - *and, or, but, because*
- the alphabet in upper and lower case
 - to read letters in the context of simple whole words
 - to decode meaning of simple text
 - to copy and construct words, numbers and simple sentences using correct letter and word order
- regular and irregular plural forms, such as *brothers, children*
- structural features of short simple texts, such as
 - short simple sentences (subject-verb-object)
 - short compound sentences
 - simple punctuation, for example full stop and question marks
- simple question forms, such as
 - to seek clarification and confirmation of meaning in texts
 - to seek assistance from support person to draft and check writing and make corrections
- reading skills to access simple bilingual dictionary and/or simple English dictionary to check unfamiliar words

Required Sociolinguistic and Cultural Knowledge and Skills:

- writing conventions from left to right and top to bottom

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.

Topic may include:

- descriptive writing topics
 - summary of a film or documentary
 - general interest, such as the environment
 - book or film review
 - explanatory description of a photo or other memorabilia
- narrative writing topics
 - biography
 - autobiography
 - fictional story
 - a recent event

Short simple descriptive text may include:

- written on paper or online descriptions, such as
 - of a place (for a report)
 - of a person or people (as part of a reflective piece of writing)
 - of a room or house in a narrative piece
 - an object, such as a favourite memento from childhood

Specific information may include:

- main topic
- people
- places
- specific facts, such as
 - appearance
 - location
 - time
- simple comparisons (*before* and *now*)
- simple reasons, such as *because...*

- Vocabulary items** may include:
- simple adjectives to describe familiar things, such as
 - colour
 - material, shape and size
 - sound
 - personal appearance
 - character
 - linguistic items as listed under Required Linguistic Skills and Knowledge, such as connectives
 - *but* comparisons
 - *because* giving reasons

- Audience** may include:
- self, such as
 - journal entry to document and describe language learning
 - teacher, such as
 - a journal entry as part of a language learning log
 - peers, such as
 - blog
 - immediate social or community group, such as
 - item in a newsletter
 - application, such as
 - personal statement for a study course
 - immediate supervisor, such as
 - incident report

- Plan writing** may include:
- selection of format to meet audience needs, such as
 - online
 - word processed
 - supporting information, for example illustrations
 - legible handwriting
 - clear logical layout, correct spelling and grammar
 - reviewing model texts
 - using EAL resources for ideas
 - planning order and staging of description and narrative elements
 - selection and review of vocabulary items
 - discussion with support person or peers

Check may include:

- asking the teacher or support person to check
- asking another student to check
- asking a friend or family member to check
- reviewing, using bilingual resources such as dictionary
- using word processing spell check

Short simple narrative texts may include:

- online screen based texts and paper based texts
 - a simple short story
 - a simplified novel
 - a recount of an event
 - a reflection
 - a description, such as a person, place or object
 - an incident report
 - newspaper / magazine feature article

Narrative text features may include:

- specific narrative elements, such as
 - who - characters, people
 - when and where - setting, time, place
 - structure - beginning, middle, end
 - conversation, dialogue
- use of first person or third person as narrator
- linguistic features, such as
 - adjectives and adverbs

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and linguistic knowledge to:
 - read short simple descriptive and narrative texts related to familiar topics for immediate social and study needs
 - construct short simple descriptive and narrative texts which include short sentences using formats as appropriate to audience and context
 - review written drafts for clarity and accuracy

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks use texts which are
 - related to familiar topics and immediate personal and social settings
 - contain familiar structures and vocabulary
 - include familiar cultural references
- access to suitable texts
- access to EAL resources, such as
 - bilingual dictionary
 - simple English dictionary or picture dictionary
 - charts, word lists
- support for the learner takes into consideration the following
 - need for frequent support to interpret meaning and understand unfamiliar cultural references
 - need for strong support from the context, including visual cues to interpret meaning
 - need for extended time to read and complete written texts
 - writing may include omission of articles, errors in verb tenses and agreement

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written descriptions and narratives
- a portfolio containing evidence of completed texts
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|--|
| Unit Code | VU22596 |
| Unit Title | Use basic digital technology language and skills |
| Unit Descriptor | <p>This unit describes the knowledge and skills required by EAL learners to access and use a range of digital language learning options.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 1 • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 1+, Listening 1+, and Reading 1+ |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop skills and knowledge of the language of digital technology to enhance development of their language skills. |
| 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 Use correct digital technology terminology | 1.1 Identify key words and expressions used in talking about digital technology devices 1.2 Recognise and use digital technology terminology to identify devices and their functions 1.3 Recognise and use digital technology terminology to identify programs and their functions |
| 2 Perform a simple task using a digital device | 2.1 Follow steps given verbally and in writing 2.2 Perform digital task 2.3 Follow workplace health and safety instructions related to use of technology |

- 2.4 ***Request assistance or clarification*** as required to complete the activity successfully
- 3 Use digital technology for language learning
- 3.1 Select a ***language learning activity***
- 3.2 Open and locate the program
- 3.3 Use the basic ***navigation features*** correctly
- 3.4 Follow instructions to complete the activity
- 3.5 Close the activity correctly

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- simple terminology and expressions in spoken and written English related to using digital devices, functions and programs
- spoken, online and print instructions related to using technology and accessing digital programs for language learning, such as simple imperative forms
- short, simple verbal and on screen written instructions related to digital devices and their functions
- terminology and instructions related to WHS and computer use
- expressions used in instructions and advice in use of technology, such as
 - adverbial phrases to indicate short sequence of steps *first, next*
 - simple phrasal verbs, for example *turn on, turn off*
- intonation of questions, statements and commands
- simple question forms to
 - seek clarification, repetition or explanation
 - seek assistance
- use pronunciation, stress and intonation which is generally intelligible with high frequency words in familiar, supportive contexts

Required Sociolinguistic and Cultural Knowledge and Skills:

- a range of common polite expressions, such as
 - *Thanks for your help*
- conventions, navigation and layout in digital 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.

Key words and expressions
may include:

- common technical terms, such as
 - screen, mouse, keyboard / keypad, DVD drive, USB, password, cursor, file name
- terms to describe commonly used programs, such as
 - Word, PowerPoint
- verbs, such as
 - drag, click, double click, open, close, scroll down, download, save, cancel
- IT personnel, such as Help Desk
- acronyms, such as DVD, USB
- Expressions, such as
 - *Can you restart the computer?*
 - *The screen has frozen*
 - *You need to recharge your tablet / phone*
 - *I can't find my file*
 - *Adjust the chair*

Digital technology devices
may include:

- laptop
- computer
- tablet
- smart phone
- digital camera
- data show projector

Digital technology terminology may include:

- icons, such as *My Documents*
- start button
- toolbar and drop down menu, such as
 - File, Home, Insert, View
- shortcuts
- programs
- recycle bin
- cable, jack, port, memory card
- app, url, hyperlink

Programs and their functions
may include:

- word-processing programs
- digital presentation programs
- photo programs
- applications on tablet and smart phone devices

Digital task may include:

- start-up / shut down a device
- locate a file or program
- open / close files or programs
- open and save a file
- read and respond to on screen instructions
- create digital story
- create simple word processed document
- download an application or activity

Workplace health and safety
may include:

- seating / posture
- lighting / glare
- working heights
- trip hazards

Request assistance or clarification may include:

- using verbal expressions to request help with devices and tasks, such as
 - *I have forgotten my password*
 - *Can you explain / repeat / help me?*
 - *I can't find....*
 - *I don't know how to...*
 - *Where do I find?*
 - *How do I...?*

Language learning activities
may include:

- online, DVD, applications and device-based
 - interactive word games
 - cloze exercises
 - dictionary activities
 - listening activities
 - reading comprehension and multiple choice
 - pronunciation practice

Navigation features may include:

- tool bar
- drop down menu
- icons
- next, play, start, finish, back, continue
- keyboard and mouse to use program functions

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and apply linguistic knowledge to
 - recognise and use English language digital technology terminology in relation to commonly used devices and programs
 - perform simple digital technology tasks according to verbal and written directions and request assistance in completing tasks
 - complete basic digital language learning activities

Context of and specific resources for assessment

Assessment must ensure:

- a range of appropriate digital devices and programs
- internet access
- access to online texts and print based texts
- access to EAL resources, such as
 - bilingual dictionary
 - simple English dictionary or picture dictionary
 - charts, word lists

Support for the learner takes into consideration the following:

- need for frequent support to interpret meaning and understand unfamiliar cultural references
- need for strong support from the context, including visual cues to interpret meaning
- extended time to read instructions
- guidance, for example with spoken and written instructions
- prompting and advice

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to confirm understanding of terminology and functions of devices and ability to follow instructions
- observation of completion of digital task and language learning activity
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|---|
| Unit Code | VU22597 |
| Unit Title | Locate health and medical information |
| Unit Descriptor | <p>This unit describes the language skills and knowledge required by EAL learners to describe simple health matters, to read simple medical advice, and to seek assistance in a medical emergency.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 1+, Listening 1+, and Reading 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop language skills and knowledge to satisfy immediate personal needs in communicating about and accessing information on health and medicine.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 about common health conditions | <p>1.1 Recognise common <i>health conditions</i></p> <p>1.2 Describe the symptoms associated with common illnesses, ailments and conditions</p> <p>1.3 Recognise appropriate <i>actions</i> to take to manage common illnesses and injuries</p> |
| 2 Locate information about healthy living | <p>2.1 Identify common <i>factors that influence health and well being</i></p> <p>2.2 Identify and discuss simple <i>steps</i> to maintain a healthy and balanced life</p> <p>3.1 Locate <i>medicines</i> commonly found in home first aid kits</p> |

| | | | |
|---|--|-----|---|
| 3 | Read information on common household medicines | 3.2 | Identify the information contained on labels and its importance |
| 4 | Access information on medical support in the local area | 4.1 | Identify main types of medical support |
| | | 4.2 | Locate medical support in the local area |
| 5 | Identify appropriate actions in the event of a medical emergency | 5.1 | List a range of medical emergencies |
| | | 5.2 | Access resources to determine 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 Linguistic Knowledge and Skills:

- simple terminology and expressions related to human anatomy, health, injuries, ailments and symptoms
- spoken and written language and expressions related to accessing health support and services, such as
 - verbs, for example imperative *Take three times a day, Come back and see me in 5 days*
 - expressions, adjectives and adverbs to describe medical conditions and treatment, for example *It hurts here, I have a sore throat, Take daily*
 - simple modals, for example *I can't sleep, You have to rest*
 - some simple phrasal verbs *I want to give up smoking*
- a limited range of simple personal singular pronouns, simple possessive adjectives, such as
 - *my, his / her*
- question forms
 - use simple strategies to seek clarification, repetition or explanation
 - to request simple information and assistance
- simple paralinguistic features, such as body language
 - to interpret and convey meaning
 - to open and close exchanges
 - to acknowledge understanding
- intonation of questions, statements and commands
- use of pronunciation, stress and intonation which is generally intelligible with high frequency words in familiar, supportive contexts
- numeracy skills such as basic measurements, quantities and frequency related to information on medicine 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.

Health conditions may include:

- common illnesses
- common ailments
- common conditions, such as pregnancy
- injuries
- chronic conditions

Actions may include:

- accessing basic first aid assistance
- obtaining common treatments for simple ailments and injuries
- 'reading' a digital / strip / glass-mercury thermometer
- getting assistance in seeking medical attention
- using own resources and supports
 - taking the rest of the day off
 - rest
 - drinking fluids
- answering questions in an emergency relating to location, giving directions, responding to requests for details
- following straightforward instructions, such as
 - *Apply pressure, run under cold water*

Factors that influence health and wellbeing may include:

- lifestyle, including
 - regular exercise / keeping active
 - diet
 - alcohol, tobacco and substance use / abuse
 - environmental health
 - happy relationships, family life, networks, spiritual beliefs, sense of belonging
 - raising healthy children
 - realistic and achievable goals
 - weight management
 - enjoyable work / adequate income
 - leisure pursuits
 - adult learning / education
 - self-esteem / sense of purpose
 - resilience / ability to adapt to change
 - sufficient sleep

Steps may include:

- having a balanced diet
- walking / riding rather than driving where possible
- getting enough sleep

Medicines may include:

- pain killers
- anti-inflammatory
- antihistamine
- asthma pumps
- ointments

Information contained on labels may include:

- instructions - frequency and dosage
- child - adult information
- warnings, such as
 - *Do not drive or operate machinery*
- ingredients

Identify may include:

- visiting local community centre / hospital
- using telephone interpreter service
- online and print based information
- charts and diagrams
- signs and posters in the community
- documentaries and other audio visual resources
- listening to experts in the community
- family and friends
- information from organisations, such as St John Ambulance
- listening to guest speakers
- learning about Ambulance Victoria membership

Medical support may include:

- medical centre
- general practitioners
- hospital
- community health centre
- pharmacy
- telephone support lines, such as, Lifeline and other health helplines
- telephone interpreter service
- ambulance

Medical emergencies may include:

- accidents in the home
- burns
- road accidents, including public transport accidents
- drowning
- severe unexplained pain
- severe asthma attack

Resources may include

- internet
- telephone / smart phone
- 'how to' charts
- brochures
- bilingual information
- friends, family or colleagues
- emergency services personnel

Steps required may include:

- contacting emergency services by telephone
- providing 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and apply linguistic knowledge to
 - locate and identify simple information about common health conditions and healthy living
 - locate and identify basic labelling medical information
 - use resources to locate information on health services
 - locate simple information to determine appropriate actions in an emergency

Context of and specific resources for assessment

Assessment must ensure:

- internet access
- up to date information on emergency services in the local area
- access to EAL resources, such as
 - bilingual dictionary
 - simple English dictionary or picture dictionary
 - charts, word lists

Support for the learner takes into consideration the following:

- need for frequent support to interpret meaning and understand unfamiliar cultural references
- need for strong support from the context, including visual cues to interpret meaning
- extended time to read information and instructions
- guidance, for example with locating appropriate information
- prompting and advice

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to confirm understanding of
 - terminology related to simple health information
 - simple information on medicine labels
 - types of medical emergencies
- portfolio of information on local medical support compiled by the learner
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as simple verbs related to information on medicine labels

| | |
|---|--|
| Unit Code | VU22598 |
| Unit Title | Identify Australian leisure activities |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to access information about and describe leisure activities.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 1+, Listening 1+, and Reading 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to a range of social and community contexts which require knowledge and skills in English to identify leisure activities.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 features of leisure activities in Australia | <p>1.1 Locate <i>sources of information on leisure activities in Australia</i></p> <p>1.2 Note language used to describe main types of leisure activities in Australia</p> <p>1.3 Outline the <i>features</i> of main types of leisure activities</p> |
| 2 Describe an example of one Australian leisure activity | <p>2.1 Select one type of leisure activity</p> <p>2.2 Identify the <i>key characteristics</i> of the selected example</p> <p>3.1 Select <i>items</i> to include in <i>presentation</i></p> <p>3.2 Provide a brief description of the selected leisure activity</p> |

- | | |
|---|-----------------------------------|
| 3 Give a simple presentation on selected leisure activity | 3.3 Explain reasons for selection |
| | 3.4 Conduct the presentation |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- spoken and written language including basic vocabulary, verbs, expressions, adjectives and adverbs related to describing leisure activities
- a limited range of simple high frequency connectives to describe different leisure options and features, such as *and, or, but, because*
- some simple phrasal verbs used to talk about leisure activities, such as
 - *take up walking, camp out*
- structure, features and expressions used in a simple oral presentation
- simple paralinguistic features used in oral presentations, such as body language
 - to convey meaning
 - to engage audience
 - to open and close presentation
- use pronunciation, stress and intonation which is generally intelligible with high frequency words in familiar, supportive contexts

Required Sociolinguistic and Cultural Knowledge and Skills:

- simple everyday colloquial expressions associated with leisure activities
- knowledge of some aspects of Australian culture associated with leisure
- features of public talks

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.

Sources of information may include:

- guest speakers
- media sources, such as
 - TV programs, documentaries, radio programs, magazines
- internet sources
- library
- books and brochures
- peers and community group members

Leisure activities in Australia may include:

- entertainment, such as
 - music
 - film and television
 - dance and theatre
 - interactive educational leisure programs such as activities at museums, art galleries
- sport, such as
 - spectator sports, for example football, cricket, netball
 - participation in sport clubs and events
 - organised exercise classes in community locations
 - programs for children, such as Little Athletics, Kick to Kick, Nippers Surf Education
 - swimming
- outdoor activities, such as
 - bushwalking
 - picnics
 - beach going
 - cycling
- hobbies, such as
 - art and craft
 - collecting
 - restoration
 - food preparation
- activities for health and wellbeing such as
 - joining a gym
 - yoga / meditation / tai chi

Features may include:

- participants – age groups, gender
- technical terms to describe activity
- reasons for popularity
- equipment needed / costs

Key characteristics may include:

- rules and requirements
- specialist equipment required
- attributes of participants
- key terms, jargon
- location
- benefits and disadvantages
- dangers / risks

Items may include:

- photos
- samples
- diagrams / maps
- newspaper or other media articles
- labelled items
- sound or video recordings
- activity, for example demonstration
- observations from a field trip

Presentation may include:

- short talk with visual and other aids
- PowerPoint or digital story with spoken and written information
- performance and oral presentation
- demonstration with oral presentation

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and linguistic knowledge to
 - identify key features and language related to leisure activities in Australia from information sources
 - give descriptions of Australian leisure activities
 - give a presentation about one Australian leisure activity

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on Australian leisure activities
- internet access
- assessment tools developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive
- access to a range of EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, and / or an English-English dictionary

Support for the learner takes into consideration the following factors:

- need for strong support from the context, including visual cues to interpret meaning
- need for frequent support to interpret meaning and understand unfamiliar cultural references
- extended time to read information
- prompting and advice

Method(s) of assessment

The following are suggested assessment methods for this unit:

- portfolio of information on leisure activities compiled by the learner
- observation of the learner making a presentation
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as some aspects of Australian culture associated with leisure

| | |
|---|--|
| Unit Code | VU22599 |
| Unit Title | Identify settlement options |
| Unit Descriptor | <p>This unit describes the language skills and knowledge required by EAL learners to access information and to seek assistance in relevant settlement contexts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 1+, Listening 1+, and Reading 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop skills and knowledge in English to satisfy immediate personal needs in communicating about and accessing information on settlement options.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Access information on a range of settlement issues | <p>1.1 Identify a range of <i>settlement issues</i></p> <p>1.2 Identify <i>sources of information and support</i></p> <p>1.3 Confirm specific <i>requirements</i></p> <p>1.4 Gather required <i>documentation</i></p> <p>1.5 Note key steps to take</p> |
| 2 Access key services in the local community | <p>2.1 Identify <i>personal requirements</i></p> <p>2.2 Use questions to make simple requests or inquiries</p> <p>2.3 Respond with simple statements to explain key requirements</p> |

2.4 Use simple strategies to clarify any misunderstandings

2.5 Obtain key information or **outcome** required

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- simple words, phrases and expressions related to immediate needs in familiar transactions and social situations related to settlement, such as housing, health, banking, and other support services
- simple adverbs and adjectives and adverbial time expressions, such as *before*, *after*
- a limited range of simple high frequency connectives, such as *and*, *or*, *but*, *because*
- a limited range of common high frequency verb tense forms, such as
 - simple present
 - past and simple imperative
 - future with will, for example *I will study English*, and *going to*
- some simple phrasal verbs, such as *take out*, *look into*
- simple question forms to seek clarification, repetition or explanation
- intonation of questions, statements and commands
- simple paralinguistic features, such as body language
 - to interpret and convey meaning
 - to open and close exchanges
 - to acknowledge understanding
- use pronunciation which is generally intelligible with high frequency words and phrases in familiar, supportive contexts

Required Sociolinguistic and Cultural Knowledge and Skills:

- common polite expressions, such as *please*, *thank you*, *excuse me*, *could you*
- a limited range of common colloquial expressions
- simple expressions to open and close exchanges

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.

Settlement issues may include:

- finding a health practitioner / clinic
- locating services, such as Medicare, Centrelink
- accessing interpreters and other language support, such as bilingual information, information in own language
- finding childcare, a local primary or secondary school
- renting accommodation
- legal rights and services
- communicating with officials, such as police
- support services
- financial advice / banking
- mobile phones – prepay and contracts
- internet access
- job seeking and employment rights
- government services, such as Medicare, Centrelink
- English classes
- driver licence
- rights as a citizen
- leisure activities, such as swimming and bushwalking
- where to buy household items
- markets and outlets

Sources of information and support may include:

- community and government offices, such as VicRoads, Centrelink
- language support, such as Multilingual Call Centre, telephone interpreter service
- websites related to settlement needs
- Migrant Resource Centres
- local library
- community organisations, such as welfare associations

Requirements may include:

- waiting periods and waiting lists for services
- forms to complete, such as enrolment forms
- fees to pay
- tests, such as English language, learner permit
- beach safety
- bushfire warnings

Documentation may include:

- proof of identity
- translation of documents
- authority letters
- proof of address, such as recent utilities bill

Personal requirements may include:

- enrolling a child at school
- opening a bank account
- renting a house
- organising a trip to the beach or bush
- obtaining a mobile phone
- obtaining home internet access
- advice for personal issues, such as child support, crisis accommodation, family issues, medical issues

Outcome may include:

- appointment
- documentation, such as forms to complete
- enrolment
- redirection to further support
- resolution of problem

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and linguistic knowledge to
 - obtain information on a range of settlement issues
 - follow requirements to access further support for settlement issues
 - use simple language to obtain information and access services related to personal settlement needs

Context of and specific resources for assessment

Assessment must ensure:

- access to up to date settlement information in English and in other languages
- access to local services or simulated environment
- assessment tools developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive
- access to a range of EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, and / or an English-English dictionary

Support for the learner takes into consideration the following factors:

- need for a sympathetic speaker / interlocutor
- need for strong support from the context, including visual cues to interpret meaning
- need for frequent support to interpret meaning and understand unfamiliar cultural references
- extended time to read information
- guidance, such as with spoken and written instructions
- prompting and advice

Method(s) of assessment

The following are suggested assessment methods for this unit:

- portfolio of information on local services compiled by the learner
- verbal questioning to confirm understanding of written and oral information
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|--|
| Unit Code | VU22600 |
| Unit Title | Identify and access basic legal information |
| Unit Descriptor | <p>This unit describes the language skills and knowledge required by EAL learners to identify and access information about legal issues and services.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading at Level 1 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, and Reading. They contribute directly to the achievement of Speaking 1+, Listening 1+, and Reading 1+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop skills and knowledge in English to satisfy immediate personal needs in communicating about and accessing information about legal services..</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Access information on a personally relevant legal issue | <p>1.1 Identify a common and/or <i>personally relevant legal issue</i></p> <p>1.2 Identify and locate <i>sources of information and support</i></p> <p>1.3 Confirm how to access legal support services</p> <p>1.4 Locate specific <i>requirements and conditions</i></p> <p>1.5 Identify typical required <i>documentation</i></p> <p>1.6 Note key steps to resolve issue</p> <p>2.1 Use simple questions to make <i>simple requests or inquiries</i></p> <p>2.2 Use simple statements to explain key requirements</p> |

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| 2 Access information on key legal services in the local community | 2.3 Use simple strategies to clarify any misunderstandings where necessary 2.4 Obtain key information or outcome required |
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Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- simple words, phrases and expressions related to immediate needs in familiar transactions and social situations related to everyday legal issues, such as bills, fines, contracts, housing, employment, car accidents, family law and police
- simple adverbs and adjectives and adverbial time expressions, such as
 - *before, after*
- a limited range of simple high frequency connectives, such as
 - *and, or, but, because*
- a limited range of common high frequency verb tense forms, such as
 - simple present
 - past and simple imperative
 - future with will, for example *I will go to court*, and *going to*
- some simple phrasal verbs, such as
 - *take out, account for, break down*
- simple question forms to seek clarification, repetition or explanation
- intonation of questions, statements and commands
- simple paralinguistic features, such as body language
 - to interpret and convey meaning
 - to open and close exchanges
 - to acknowledge understanding
- use pronunciation, stress and intonation which is generally intelligible with high frequency words in familiar, supportive contexts

Required Sociolinguistic and Cultural Knowledge and Skills:

- common polite expressions, such as
 - *please, thank you, excuse me, could you*
- a limited range of common colloquial expressions
- simple expressions to open and close exchanges

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.

Personally relevant legal issues may include:

- paying fines / bills
- reporting accurate information to Centrelink
- renting issues, such as bond payment, eviction
- reading and signing contracts, such as mobile phone, internet, loans,
- consumer rights
- dealing with police, reporting a crime, being questioned
- employment rights, including accident compensation
- driving rules and car accidents
- rights as a citizen
- responsibilities as a citizen
- domestic violence
- family law
- court appearances
- victim support
- personal injury, such as car accident, workplace accident

Sources of information and support may include:

- Community Legal Centres
- language support, such as Multilingual Call Centre, telephone interpreter service
- websites
- Migrant Resource Centres
- victim support services
- Trade Unions
- local solicitor's office

Requirements and conditions may include:

- identifying rights and responsibilities of an individual for a specific situation
- limits to the type of information, advice and support a service can offer
- waiting periods and waiting lists for services
- identifying eligibility for service
- forms to complete, such as application for service, request to waive payments
- fees payable
- obtaining certified copies of documents

Documentation may include:

- proof of identity
- translation of documents
- certified documents
- statutory declarations
- proof of address, such as recent utilities bill
- character reference letters
- police reports, statutory declarations
- tax returns
- infringement notice number

Simple requests or inquiries may include:

- to see an interpreter
- to use translation services
- information about next steps

Outcome may include:

- phone call to a community legal centre or other service
- appointment
- documentation, such as forms to complete
- redirection / referral to further support
- resolution of problem

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use familiar conventions and linguistic knowledge to
 - obtain information on a relevant everyday legal issue
 - identify requirements to access further support for legal issue
 - use simple language to access and obtain information about services related to everyday legal needs

Context of and specific resources for assessment

Assessment must ensure:

- access to current legal services information in English and in other languages
- access to local community legal services or simulated environment
- assessment tools developed for this unit utilise resources from the student's immediate context which are familiar and culturally sensitive
- access to a range of EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, an English-English dictionary or a picture dictionary

Support for the learner takes into consideration the following factors:

- need for a sympathetic speaker / interlocutor
- need for strong support from the context, including visual cues to interpret meaning
- need for frequent support to interpret meaning and understand unfamiliar cultural references
- extended time to read information
- guidance, for example with spoken and written instructions
- prompting and advice

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of the learner making requests or inquiries, clarifying information and confirming requirements related to a legal service
- discussion to confirm understanding of required documentation
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

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|---|---|
| Unit Code | VU22601 |
| Unit Title | Participate in simple conversations and transactions |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to participate in simple conversations and discussions on everyday topics, and to engage in routine transactions related to personal consumption of goods and services.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2 and Listening 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop speaking and listening skills in English to satisfy simple social and transactional needs in generally familiar contexts such as shopping, transport, work, community, and school / college and also in communication with people outside of their immediate circle. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Participate in simple conversations | <p>1.1 Respond to and use <i>openings</i> and <i>closings</i> with familiar expressions in <i>simple conversations</i></p> <p>1.2 Respond to and offer <i>invitations to participate or take a turn</i></p> <p>1.3 Ask for and give <i>information, explanations</i> or <i>opinions</i> on <i>familiar topics</i></p> <p>1.4 Respond to and make requests for <i>restatement, clarification and suggestion</i> as required</p> |

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| | 1.5 | Reflect on participation in casual conversation |
| | 1.6 | Determine strategies required to improve performance |
| 2 | | Make requests and respond to complete short everyday transactions |
| | 2.1 | Initiate a transaction about goods and services using appropriate expressions |
| | 2.2 | Respond to requests for background information or explanation as required |
| | 2.3 | Ask for and provide restatement, clarification and suggestion as required |
| | 2.4 | Close, or respond to closing the conversation |
| | 2.5 | Reflect on participation in the transaction |
| | 2.6 | Determine strategies required to improve performance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary to
 - talk about familiar personal, community, social and topical matters, such as personal details, simple social events
 - communicate about everyday goods and services
- simple sentence structures, such as
 - simple and compound sentences
 - simple questions, such as to seek clarification in a conversation, ask for repetition or restatement
- a range of common high frequency verb tenses and forms, including simple reported speech
- a range of modals and modal forms (positive and negative), such as
 - *should, would, could, might, need to*
- a range of common phrasal verbs, such as
 - *She's looking after her mother. Can you pick up the orders?*
- a range of conjunctions, such as
 - *when, but, if, although, so, When I left school, I got a job in a factory.*
- a range of high frequency discourse markers and cohesive devices, such as
 - *first, then, by the way, anyway, so, after that*
- adjectives, adverbs and some adverbial phrases, such as
 - *as soon as possible*
- prepositions and prepositional phrases, such as
 - *on the weekend, at the end of Ramadan*
- simple paralinguistic features, such as body language, to interpret and convey meaning and acknowledge understanding
- some awareness of how tone, stress and intonation modify meaning
- use of mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution

Sociolinguistic and Cultural Knowledge and Skills:

- politeness conventions in conversation, such as
 - showing interest
 - giving compliments
 - making requests
 - appropriate questions
 - expressing regret
 - face-saving ways of saying no
 - appropriate use of please and thank you
 - ways of expressing disagreement or conflict.
- some awareness of register

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.

Openings may include:

- Opening questions and formulaic expressions, such as
 - *Hi, how are you? Cold, isn't it?*
 - *Hi, Huynh. Grab a chair and I'll be with you in a minute.*
 - *Have a good weekend? How was your weekend?*
 - *Have you been waiting long? Sorry to keep you waiting.*

Closings may include:

- Closing formulaic expressions, such as
 - *Anyway, I should go. Nice talking to you.*
 - *Have a great weekend.*
 - *Take care. See you soon.*

Simple conversations may include:

- everyday conversations about familiar matters with peers
- classroom discussions on a chosen topic, such as
 - current issue
 - recent local incident or event
- start-up conversation, such as
 - at the start of a class with the teacher
 - before a medical examination with GP
 - on public transport or in the street
 - meeting people for the first time
 - at the school when dropping off children
 - in the lunchroom at work

Invitations to participate or take a turn may include:

- questions, such as
 - *So, how are you?*
 - *What about you? How was your weekend?*
- statements, such as
 - *Anyway, that's enough about me...*

Information may include:

- in response to questions, such as
 - *What happened?*
 - *Who did you go with?*
 - *So, how's your daughter going at school?*
 - *Did you see the news last night?*
 - *Oh, why is that?*
- routine information exchanged in simple conversations, such as
 - family background
 - education or work background
 - current affairs on familiar topics

Explanations may include:

- simple reasons related to familiar everyday topics, such as
 - *I'm sorry I'm late. I missed the bus.*
 - *I didn't come to class because my daughter was sick and I had to take her to the doctor*

Opinions may include:

- simple opinions related to familiar everyday topics, such as
 - likes or dislikes *I don't like*
 - *I think...*
 - *In my opinion...*
 - *They should ban...*
- expression of attitude towards something using paralinguistic expressions to emphasise, such as
 - facial expressions to indicate disapproval

Familiar topics may include:

- self and family
- past and present living situation
- health matters
- food and cooking
- community issues
- cultural matters
- sport and leisure
- weather
- current events

Restatement, clarification and suggestion may include:

- questions, such as
 - *Can you say that again?*
 - *Could you repeat it please?*
 - *I didn't quite catch that...*
 - *Have you got that colour in 42?*

Reflect on participation may include:

- review activities, such as
 - self-assessment of performance, identifying strengths and weaknesses and areas to work on, such as use of body language, specific grammar items
 - review performance with a support person
 - seek peer feedback

Strategies may include:

- use of additional learning resources, such as online activities
- identifying a support person for additional practice
- practising with peers
- identifying other learning opportunities, such as pronunciation practice, conversation club
- implementing self-study activities
 - take home activities for specific areas to work on, such as listening
 - keeping vocabulary lists

Initiate a transaction may include:

- expressions and accompanying paralinguistic strategies used to get attention, such as
 - *Excuse me, where can I pay my bill?*
 - *Hello, I have an appointment with...*
- questions to determine the right person to approach, such as
 - *Excuse me, do you look after returns?*
- brief statement of issue or problem, such as
 - *Hi, I bought this jacket yesterday, but I'd like to return it. It's too big.*
 - *Hi, I've got a problem with paying my gas bill. Can I get an extension?*

Goods and services may include:

- returning faulty goods
- querying a bill or bank statement
- enquiring about course enrolment
- library membership
- negotiating course requirements with a teacher
- making a query at a child's school
- attending an appointment

Appropriate expressions may include:

- polite expressions using the conditional, such as
 - *Excuse me, I was wondering if you could....*
 - *Would you be able to...?*
- other polite forms to negotiate transactions, such as
 - *Are you able to help me?*
 - *Am I able to apply here?*
 - *So who should I talk to about...?*

Respond to requests may include:

- explaining, such as
 - *I got this one because it was the only size you had, but it's just too big.*
- giving some requested details, such as
 - *I've got the receipt here.*
 - *My account number is*
- dealing with rude or abrupt responses

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - initiate and sustain conversations with one or more people on a range of familiar everyday topics
 - obtain and give essential information on familiar or expected matters
 - reflect on own performance and identify ways to develop skills

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, and/or an English-English dictionary
- access to conversation participants
- assessment tools developed for this unit use short straightforward oral texts without much colloquial speech and in which varieties of English are familiar
- support for the learner takes into consideration the following factors
 - need for a sympathetic interlocutor
 - need for contextual support

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of face-to-face or digitally enabled communications
- role plays
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple oral communication

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|---|---|
| Unit Code | VU22602 |
| Unit Title | Give and respond to simple spoken information and directions |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to understand and convey simple spoken information, and to follow and give routine directions and instructions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2 and Listening 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop speaking and listening skills in English in communication of information and instructions in generally familiar contexts such as school / college, community and work, and also in communication with people outside of their immediate circle. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 main features of a simple informational spoken text | <p>1.1 Note the <i>context</i> and the topic of the <i>simple informational text</i></p> <p>1.2 List the main ideas or issues</p> <p>1.3 Locate <i>supporting information or details</i></p> <p>1.4 Note the <i>tone</i> of the text</p> <p>1.5 Express an opinion about the ideas or issues raised</p> |
| 2 Convey simple spoken information on a personal and familiar topic | <p>2.1 <i>Prepare to convey information</i> on a <i>personal and familiar topic</i></p> <p>2.2 Sequence information into short statements linked by <i>simple cohesive devices</i></p> |

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| | 2.3 | Convey information clearly and coherently |
| | 2.4 | Demonstrate awareness of audience |
| | 2.5 | Reflect on own performance |
| | 2.6 | Determine strategies required to improve performance |
| 3 | Follow simple everyday spoken instructions or directions | 3.1 Identify the context and purpose of simple spoken instructions or directions 3.2 Indicate order in which steps must be taken 3.3 Recall key information about how the directions / instructions should be followed 3.4 Request repetition and clarification as required |
| 4 | Give a set of simple spoken instructions or directions | 4.1 Prepare to give simple spoken instructions or directions for a familiar process 4.2 Give instructions or directions clearly and coherently 4.3 Use visual aids or other supports as required 4.4 Repeat, re-state and clarify where needed 4.5 Reflect on own performance 4.6 Determine strategies required to improve performance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary to exchange information about familiar personal, community, social and topical issues, such as environment, simple current events
- simple sentence structures, such as simple and compound sentences
- simple questions, such as to seek clarification in a conversation
- a range of common high frequency verb tenses and forms, including simple reported speech
- a range of modals and modal forms (positive and negative), such as
 - *should, would, could, might, need to*
- a range of common phrasal verbs, such as
 - *She's looking after her mother. Can you pick up the kids?*
- a range of conjunctions, such as
 - *when, but, if, although, so, When I left school, I got a job in a factory.*
- a range of high frequency discourse markers and cohesive devices, such as
 - *first, then, by the way, anyway, so, after that*
- adjectives, adverbs and some adverbial phrases, such as
 - *as soon as possible*
- prepositions and prepositional phrases, such as
 - *on the weekend, at the end of Ramadan*
- paralinguistic features of conversations and transactions to support understanding and communication
- some awareness of how tone, stress and intonation modify meaning
- use mostly intelligible pronunciation with adequate stress and intonation which may be characterised by some hesitation and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- politeness conventions in conversation, such as
 - showing interest
 - giving compliments
 - making requests
 - appropriate questions
 - expressing regret
 - appropriate use of please and thank you
 - ways of expressing disagreement or conflict
- some awareness of register

Required Numeracy Knowledge and Skills:

- everyday numbers in familiar instructions and directions

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 may include:

- the situation or environment in which the communication takes place, such as
 - a social conversation
 - a classroom exchange
 - an interview
 - a news report
 - an online video
 - a guest speaker or presenter

Simple informational spoken text may include:

- an explanation given in class or a familiar conversation
- a simple community announcement within a familiar register, delivered at low rates of utterance (140-160 wpm) with clear articulation and good acoustics
- a weather report, traffic report
- radio / television news stories
- documentaries, such as single thread human interest stories, produced in similar conditions as above
- short talk
- recorded phone message
- online video or recording

Supporting information or details may include:

- additional details, such as
 - in a news item – when, where, who
 - specific details in a weather report- *wind speed or sunrise / sunset times*
 - in an information session - *P plates have a white 'P' on a green background*
- reasons, such as after words / phrases such as
 - *because, so, as a result of*
- explanation, such as
 - *I am giving this talk because...*

Tone may include:

- how use of voice, such as shouting, whispering can indicate
 - mood
 - importance
 - urgency
- how body language, such as smiling, frowning, can emphasise tone
- context clues to indicate importance, such as exaggeration
 - *I really want you to listen extra carefully*

Prepare to convey information may include:

- for a short talk or in a group exchange identify stages, such as
 - identifying a topic or area of interest
 - collecting and checking information
 - preparing information or notes
 - checking unfamiliar words
 - practising pronunciation
 - selecting and accessing visual aids or other supports as required

Personal and familiar topics may include:

- self and family
- educational and employment background
- past and present living situation
- personal journeys, experiences
- health matters
- food and cooking
- community issues
- cultural differences
- sport and leisure
- current events
- future plans
- response to a creative work such as a film, art exhibition, novel, musical concert

Simple cohesive devices may include:

- first, and, but, then, next, in the future

Convey information clearly may include:

- generally intelligible pronunciation, stress and intonation
- audible voice
- effective use of paralinguistics to convey meaning

Coherently may include:

- structure information or ideas
- accurate use of vocabulary
- linking words to sequence and explain information

Awareness of audience may include:

- ensure audience needs are met, such as
 - paying attention to prior knowledge
 - giving opportunity to seek clarification where required
 - confirming understanding
 - responding to questions

Reflect may include:

- review activities, such as
 - self-assessment of performance, identifying strengths and weaknesses and areas to work on
 - review performance with a support person
 - seeking peer feedback

Strategies may include:

- use of additional learning resources, such as online activities
- identifying a support person for additional practice
- practising with peers
- identifying other learning opportunities, such as
 - pronunciation practice, conversation club
- implementing self-study activities
 - take home activities for specific areas to work on, such as listening
- keeping vocabulary lists

Context and purpose of simple everyday spoken instructions or directions may include:

- instructions or directions conveyed via one-to-one or group face-to-face interactions or via recorded information, such as
 - classroom activity instructions
 - household instructions such as how to cook perfect rice
 - processes for familiar activities such as making or fixing something - how to change a tyre
 - directions for getting to a social event
 - recorded messages on digital devices
 - instructions over the telephone, for example *If you are inquiring about a new account, press 1*

Key information may include:

- use of the imperative form
- language relating to movement, position in space, manner, frequency and duration, such as
 - *turn left at the first traffic lights*
 - *at the top of the stairs*
 - *stir gently on a low heat*
 - *once every two hours*
 - *in seven days*
- sequential or conditional instructions, such as
 - *If Ahmed rings, tell him I'll be back by 2 pm.*
 - *Don't send the mail until she's checked it.*
- distinguishing important information, such as
 - warnings, urgency, *Make sure you wash your hands before preparing the food.*

Request repetition and clarification may include:

- *Can you say that again?*
- *Sorry, I didn't catch that.*
- *I don't know what you mean.*
- *Do you mean this one?*
- *Like this?*

Visual aids or other supports may include:

- diagrams, images, photos, videos
- PowerPoint presentation
- digital stories
- personal objects, realia
- map, apps

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - obtain essential information from spoken texts on familiar or expected matters
 - communicate about a range of topics such as family, interests, work, community, or current events
 - express opinions, attitudes and provide reasons and explanation
 - use a range of strategies to communicate
 - reflect on own learning and identify ways to develop skills with assistance

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, and/or an English-English dictionary
- access to conversation participants
- assessment tools developed for this unit use short straightforward spoken texts without much colloquial speech and in which varieties of English are familiar
- support for the learner takes into consideration the following factors
 - need for a sympathetic interlocutor
 - contextual support

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of face-to-face or telephone communications
- role plays
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple spoken communication

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|---|---|
| Unit Code | VU22603 |
| Unit Title | Read and write simple personal communications and transactional texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write simple digital and/or print communications, and understand and complete digital and/or print transactional texts directly related to everyday routine social needs.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop reading and writing skills to satisfy personal communication requirements and routine needs as a consumer of goods or services in familiar recreation, community, school/college, and work contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read simple personal communications | <p>1.1 Identify the context and purpose of the simple personal communications</p> <p>1.2 Locate specific conventions in communications</p> <p>1.3 Identify important details or actions required</p> |
| 2 Write simple personal communications | <p>2.1 Plan and draft simple personal communications</p> <p>2.2 Use layout conventions and staging appropriate to the context and purpose</p> <p>2.3 Convey information using a series of short sentences</p> <p>2.4 Proofread and correct final draft</p> |

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| 3 Read simple everyday transactional texts | 3.1 Identify the context and purpose of the everyday transactional text |
| | 3.2 Locate specific information, using organisational features of the text |
| | 3.3 Identify key instructions or advice |
| 4 Complete simple everyday transactional texts | 4.1 Use everyday transactional texts to meet personal or social needs |
| | 4.2 Complete texts according to requirements |
| | 4.3 Proofread and correct all sections |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of everyday topics related to personal interests, community participation and transactions such as
 - family, weather, environment, simple current events, food, health, work and education
- simple sentence structures for simple, compound and complex sentences
- simple question forms, such as to make requests
- a limited range of adjectives and adverbs
- a limited number of adverbial phrases such as *as soon as possible*
- a limited number of prepositions and prepositional phrases
- a range of common high frequency tense and aspect forms to describe present, past and future such as
 - simple present
 - simple past
 - present continuous
 - future forms
 - verbs +ing, for example *I am waiting for news*
- a limited range of common phrasal verbs such as
 - *He's looking after the baby*
 - *I looked it up in the dictionary*
- some modals and modal forms (positive and negative) such as
 - should, would, could, might, need to
- a limited range of connectives such as *when, but, if, although, so, When we finish lunch we will watch a movie*
- a range of high frequency discourse markers and cohesive devices such as *by the way, anyway, after that*
- reading skills to access EAL resources online and print based such as dictionaries, thesauruses

Required Sociolinguistic and Cultural Knowledge and Skills:

- some high frequency idiomatic expressions
- conventions and common text formats of letters for routine social purposes such as specific occasions, for example birthdays, sympathy
- some understanding of register in communications
- some awareness of tone, intention and attitude of writer
- proof read and make some corrections to own work with support

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:

- location / source:
 - home - personal / social, for example exchange of ideas or information
 - workplace, for example whiteboard or email message or safety brochure
 - school, for example message from teacher or information booklet, message to teacher
 - community, for example travel information
- relationship between writer and recipient:
 - use of expressions and salutations
 - style and/or tone
 - language used to indicate level of politeness
 - formal texts for example brochures
- writer's intention / reason for writing:
 - to describe
 - request
 - invite / thank
 - explain / instruct
 - report / update
 - apologise
 - combination of information and advice for different audiences, for example information about travel for concession holders and full fare travellers

Simple personal communications may include:

- email messages
- social media posts or blogs
- personal letters and postcards
- cards or messages related to specific occasions:
 - get well, farewell, invitation, sympathy, congratulations
- note to teacher about missing a class, or about a planned absence in the future
- note to principal requesting permission to take child out of school for family reasons
- written message taken from voicemail or telephone conversation

Specific conventions may include:

- formal and informal phrases and expressions for salutations
- text (paragraph) sequence, such as stating purpose in first sentence
- layout conventions
- format and expressions for specific occasions such as sympathy cards
- typical topics in social and personal communications
- subject lines, dates, titles

Important details or actions required may include:

- reasons and explanations, such as
 - an apology, a series of events
- key information about a person or persons which affects future arrangements, such as
 - teacher leaving, class being split into two
- details in updates about the family and friends, such as
 - new job, new baby, starting school
- details about an arrangement, such as
 - time, place, activities planned, where to meet first
- specific requests, such as
 - travel arrangements
 - study requirements

Plan and draft may include:

- clarifying purpose of communication
- use of planning processes, such as
 - listing key words
 - mind map, or cluster
 - reviewing model texts
 - using EAL resources to check grammar, appropriate expressions
 - referring to personal vocabulary lists, grammar
- selecting topic or topics
- writing a first draft

Layout conventions may include:

- date for a personal letter
- subject title for an email
- opening and closing conventions

Staging may include:

- sequence in a personal letter or email, such as
 - Opening *Dear...., Hi ...*,
 - message
 - Closing *Regards, Yours sincerely, Take care, Love*

Information may include:

- stating purpose or reason for communication
- personal message for specific occasion, such as
 - *thanks, congratulations*
- providing an explanation
- providing a description such as an event or circumstance

Proofread and correct may include:

- accessing support from teacher or others to identify errors
- reviewing corrected draft using a correction code
- checking EAL resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation

Everyday transactional text may include:

- forms:
 - enrolment form, bank withdrawal
 - self / course evaluation
 - forms requiring details, for example to report and describe a fault, to provide a description of an incident
- brochure containing travel maps, timetables, calendars and schedules
- brochures containing information and advice about a range of familiar issues
- invoices, bills, receipts
- notices and flyers:
 - council notice for hard rubbish collection
 - information on immunisation
- letters, such as construction notice for local street with times and contact details for complaints
- online websites such as government website for Australian Citizenship

Organisational features may include:

- navigational features of online and print based texts, such as
 - visuals, symbols and logos, use of tables, charts, diagrams
 - use of headings, font size, bold text to highlight important information
 - text layout, for example dictionary headwords and alphabetical order, directory, index, insets or call outs
 - words indicating where to find specific sections or additional information
- structure and sequence of texts with main and subordinate ideas
- linking words, such as connectives, to sequence
- online navigation such as
 - *Next, Continue, Back, Refresh*, hyperlinks

Requirements may include:

- required format such as typed, online, completed in block letters
- following a set of questions in order
- note form
- sentences and paragraphs
- providing a letter with own address and contact information
- providing additional material such as copies of documents
- tick boxes or radio buttons to progress online navigation

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - read simple personal communications and everyday transactional texts on familiar topics for routine social, community, study or recreational purposes
 - write simple personal communications and transactional texts on everyday topics for familiar others and people outside own immediate circle using a series of short simple sentences
 - use planning and reviewing strategies in simple written communications and transactional texts

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks utilise print based and/or on line texts drawn from familiar and immediate contexts
- access to EAL resources such as
 - a bilingual dictionary
 - English-English dictionary
 - model texts
 - grammar references
- support for the learner takes into consideration the learner may need
 - contextual support, for example unfamiliar cultural references
 - time to work out meaning or requirements of texts
 - support to proofread and incorporate teacher comments on drafts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written personal communications and transactional texts
- a portfolio containing evidence of completed written texts and responses to texts
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge.

| | |
|---|--|
| Unit Code | VU22604 |
| Unit Title | Read and write simple instructional and informational texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write simple routine digital and/or print instructional and informational texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop reading and writing skills to satisfy everyday routine needs in familiar recreation, community, school / college, and work contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Respond to simple written directions or instructions | <p>1.1 Identify the <i>context and purpose</i> of the <i>simple directions or instructions</i></p> <p>1.2 Locate <i>important details</i> to be followed</p> |
| 2 Write a simple instructional text | <p>2.1 Identify <i>audience and purpose</i> for the <i>simple instructional text</i></p> <p>2.2 <i>Plan and draft</i> a simple instructional text</p> <p>2.3 Use sentences and connectives to develop short instructions</p> <p>2.4 <i>Proofread and correct</i> final draft</p> |
| 3 Read simple information texts | <p>3.1 Scan <i>simple information text</i> and identify the <i>main ideas</i></p> <p>3.2 Locate <i>supporting information</i></p> |

- 4 Write a simple informational text
 - 4.1 Confirm audience and purpose for the simple informational text
 - 4.2 Plan and draft a simple information text
 - 4.3 **Select and order** information
 - 4.4 Convey information in a series of short sentences
 - 4.5 Proofread and correct final draft

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of everyday topics related to personal needs and interests and social and community participation, such as family, weather, environment, simple current events, food, health, work and education
- simple sentence structures, for simple, compound, and complex sentences
- simple question forms
- a limited range of adjectives, adverbs
- a limited number of adverbial phrases, such as
 - *as soon as possible*
- a limited number of prepositions and prepositional phrases, such as
 - *in, at, on, under, over*
- a range of common high frequency tense and aspect forms to describe present, past, and future, such as
 - simple present
 - simple past
 - present continuous
 - future forms
 - verbs +ing, for example *he is playing soccer*
- a limited range of common phrasal verbs used in instructional and informational texts, such as
 - *Turn on the oven*
- some modals and modal forms (positive and negative), such as
 - *should, would, could, might, need to*
- a limited range of connectives, such as
 - *when, but, if, although, so, When you finish the task, you can start the next exercise*
- a range of high frequency discourse markers and cohesive devices, such as
 - *by the way, anyway, after that*
- reading skills to access EAL resources online and print based, such as dictionaries, thesauruses

Required Sociolinguistic and Cultural Knowledge and Skills:

- some high frequency idiomatic expressions
- some understanding of register in instructions and informational texts
- some awareness of tone and intention of writer

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:

- location and environment of instructions, such as workplace, school, home
- intended audience, such as general or specific group, for example under 18 year olds
- intended message or outcome
 - provide advice
 - educate, for example steps to give up smoking
 - warn
 - request an action
 - provide access to goods and services

Simple directions or instructions may include:

- screen based, online or paper based in a variety of formats, such as
 - sequence of steps navigated via dialogue boxes on computer screens
 - directions related to an excursion or community activity
 - directions on an enrolment / employment / electoral / government forms
 - procedure, for example changing over from one ticket type to a new system
 - how to operate simple equipment or carry out a simple procedure
 - how to make something, for example a compost bin
 - how to carry out steps in a learning process

Important details may include:

- labels giving advice or warnings, such as
 - medicine quantities, dosage, frequency
 - conditional clauses with *if*, for example *See your doctor if pain persists, If using indoors, ensure windows are open*
 - warnings, for example *Do not drive or use machinery*
 - hygiene requirements, for example in a community setting
- requirements for procedures, such as quantities, length / duration, method, equipment
- directions, location, time
- required actions, such as sequence of steps, *first, next, last*
- questions and answer choices, such as
 - *Do you want to save the changes to ..? Yes No Cancel*
- some specialised vocabulary related to procedures and equipment

Audience and purpose may include:

- peers
 - for a class activity
 - to demonstrate a process
 - to make arrangements
 - to provide information about personal interests, culture or other everyday topic
- teacher
 - to demonstrate skills
 - to outline a process taken
 - to respond to task requirements
 - part of a research activity into Australian culture
- community members
 - instructions or information for a child care group
 - setting up a market stall
 - information on education options
- workplace or organisation
 - instructions left while away
 - safety procedures
 - to outline a new system or procedure

Simple instructional text may include:

- online or paper based, such as
 - arrangements for an event
 - instructions for babysitter
 - how to make something

Plan and draft may include:

- clarifying purpose of communication
- using planning processes, such as
 - listing key words
 - mind map, or cluster
 - reviewing model texts
 - using EAL resources to check grammar, appropriate expressions
 - referring to personal vocabulary lists, grammar
- selecting topic or topics
- looking up and selecting vocabulary relevant to topic
- reviewing verbs and tenses to use, such as simple present and imperative for instructions
- writing a first draft

Proofread and correct may include:

- accessing support from teacher or others to identify errors
- reviewing corrected draft using a correction code
- checking EAL resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation

Simple informational text may include:

- online or paper based, such as
 - news article
 - brochure
 - poster/flyer/bulletin
 - factual account for a public audience, such as class report
 - class report or assignment

Main ideas may include:

- topic or topics
- issues raised
- reasons or explanations

Supporting information may include:

- examples
- details
- reasons after *because*

Select and order may include:

- relevant information and details to include according to requirements, such as word count
- vocabulary and other linguistic features as included in the required linguistic knowledge and skills using resources available, such as EAL texts, bilingual support
- order information according to simple organising principles, such as time, importance

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - read a simple everyday written instruction and a simple informational text for routine social, community study, and recreational purposes
 - write a simple instructional and a simple informational text on everyday topics for familiar others and people outside own immediate circle using a series of short, simple sentences
 - use planning and reviewing strategies in simple written instructional and informational texts

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks utilise print based and/or online texts drawn from familiar and immediate contexts
- access to EAL print or online resources, such as
 - a bilingual dictionary
 - English-English dictionary
 - model texts
 - grammar references
- support for the learner takes into consideration the learner may need
 - contextual support, for example with unfamiliar cultural references
 - time to work out meaning or requirements of texts
 - support to proofread and incorporate teacher comments on drafts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written instructional and informational texts
- a portfolio containing evidence of completed written texts and responses to texts
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|--|
| Unit Code | VU22605 |
| Unit Title | Read and write simple descriptive and narrative texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write simple routine digital and/or print descriptive and narrative texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop reading and writing skills to satisfy everyday routine needs in familiar recreation, community, school / college, and work contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read simple routine descriptive texts | <p>1.1 Identify the <i>context and purpose</i> of the <i>simple routine descriptive texts</i></p> <p>1.2 Locate <i>important details</i></p> |
| 2 Write a simple descriptive text | <p>2.1 Identify <i>audience</i> and topic for the simple descriptive text</p> <p>2.2 <i>Plan and draft</i> a simple descriptive text</p> <p>2.3 Use a series of short sentences and connectives to develop description</p> <p>2.4 <i>Proofread and correct</i> final draft</p> |
| 3 Read simple narrative texts | <p>3.1 Scan <i>simple narrative text</i> and identify the <i>main ideas</i></p> <p>3.2 Identify <i>specific details</i></p> |

- 3.3 Note **features** of narrative text
- 4 Write a simple narrative text
 - 4.1 Confirm audience and topic for the simple narrative text
 - 4.2 Plan and draft a simple narrative text
 - 4.3 Select and order information
 - 4.4 Convey information in a series of short sentences
 - 4.5 Proofread and correct final draft

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of everyday topics related to personal needs and interests and social and community participation, such as family, weather, environment, simple current events, food, health, work and education
- simple sentence structures, for simple, compound and complex sentences
- simple question forms
- a limited range of adjectives, adverbs
- a limited number of adverbial phrases, such as
 - *as soon as possible*
- a limited number of prepositions and prepositional phrases, such as
 - *in, at, on, under, over, next to*
- a range of common high frequency tense and aspect forms to describe present, past and future, such as
 - simple present
 - simple past
 - present continuous
 - future forms
 - verbs +ing, for example *he is playing soccer*
- a limited range of common phrasal verbs used in descriptive and narrative texts, such as
 - *I grew up in a small town*
- some modals and modal forms (positive and negative), such as
 - *should, would, could, might, need to*
- a limited range of connectives, such as
 - *when, but, if, although, so, When I finished school I left home*
- a range of high frequency discourse markers and cohesive devices, such as
 - *after that, during the war*
- reading skills to access online and print based EAL resources, such as dictionaries, thesauruses

Required Sociolinguistic and Cultural Knowledge and Skills:

- some high frequency idiomatic expressions
- author's voice in descriptive and narrative text
- some awareness of register in descriptive and narrative texts
- some narrative devices
- some awareness of tone and intention of writer

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:

- to provide general interest description for familiar audience, such as peers
- to provide details as part of a report, news article, blog
- description as part of a report on an activity for assessment, such as trip to museum

Simple routine descriptive texts may include:

- screen based, online or paper based in a variety of formats, such as
 - blog *My home town*
 - reports, for example *Australian Animals*
 - encyclopaedia entries, for example *Australia's climate*
 - elements in manuals, for example citizenship test items
 - people, for example research into famous Australians
 - description on a label in an exhibition, for example *transport vehicles*
 - description of course content in a brochure
 - weather patterns

Important details may include:

- places and names
- dates and times
- physical features
- colours
- structure and materials
- historical facts
- ages

Audience may include:

- peers
 - for a class report
 - to provide information about personal interests, culture or other everyday topics
- teacher
- public audience, for example for a news item, such as description of a place in country of birth / origin, or country previously lived in

Plan and draft may include:

- clarifying purpose and audience of description
- use of planning processes
 - listing key words
 - mind map or cluster
 - reviewing model texts
 - using EAL resources to check grammar, appropriate expressions
 - referring to personal vocabulary lists, grammar
- selecting topic
- preparing any visual reference material, such as family photograph
- looking up and selecting vocabulary relevant to topic
- reviewing verbs and tenses to use, such as simple present for descriptions
- writing a first draft
- reviewing feedback on drafts

Proofread and correct may include:

- accessing support from teacher or others to identify errors
- reviewing corrected draft using a correction code
- checking EAL resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation

Simple narrative text may include:

- online and paper based texts, such as
 - my life story
 - blog about my weekend
 - recount as part of a class report
 - journal entry about language learning
 - short story

Main ideas may include:

- topic or topics
- issues raised
- reasons or explanations

Specific details may include:

- stages in a person's life
- main events
- people involved
- places visited or featured
- important milestones

Features may include:

- expressions of time
- ordering of information according to time, importance
- adjectives and adverbs to enrich narrative
- author's voice

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - read simple everyday simple descriptive and narrative texts for routine social, community, study or recreational purposes
 - write simple descriptive and narrative texts on everyday topics using a series of short, simple sentences
 - use planning and reviewing strategies in writing simple routine descriptive and narrative texts

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks utilise print based and/or on line texts drawn from familiar and immediate contexts
- access to online and/or print based EAL resources, such as
 - a bilingual dictionary
 - English-English dictionary
 - model texts
 - grammar references
- support for the learner takes into consideration the learner may need
 - contextual support, such as with unfamiliar cultural references
 - time to work out meaning or requirements of texts
 - support to proofread and incorporate teacher comments on drafts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written descriptive and narrative texts
- a portfolio containing evidence of completed written texts and responses to texts
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|--|---|
| Unit Code | VU22606 |
| Unit Title | Access the internet and email to develop language |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to identify and use the fundamental features of the internet and email for language learning.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication, Reading and Writing at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening, Speaking, Reading and Writing. They contribute directly to the achievement of ISLPR Listening 2, Speaking 2, Reading 2 and Writing 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language and digital literacy skills to support their communication needs.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| <p>Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.</p> | <p>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.</p> |
| 1 Identify a range of information on the internet | <p>1.1 Identify types of information available on the internet</p> <p>1.2 Identify and open an internet browser</p> <p>1.3 Access and navigate an informational website</p> <p>1.4 Close the browser</p> <p>2.1 Identify internet resources suited to develop language / communication skills</p> |

- | | |
|---|---|
| 2 Access and use internet to develop digital communication skills | 2.2 Use the basic features of web navigation to launch program and use communication skills |
| | 2.3 Observe safe internet practices |
| | 2.4 Complete 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 Linguistic Knowledge and Skills:

- terminology related to digital devices, functions, programs and internet
- spoken and written language related to accessing internet and internet programs for language learning
- simple verbal and on screen written instructions, such as
 - *open the program, double click on...*
- some modal forms, such as used in email communications
- a limited number of prepositions and prepositional phrases related to accessing digital technology, such as
 - *move the mouse under / over / on that word / scroll up / down*
- a limited number of connectives used in instructions and routine email communications
- a limited number of adjectives, adverbs and adverbial phrases as used in routine instructions and communication
- simple sentence structures for email communication, such as
 - simple, compound and complex sentences
 - simple question forms

Required Sociolinguistic and Cultural Knowledge and Skills:

- a range of common informal expressions, conventions and protocols used in internet use and email communication
- some understanding or register in email communications

Other required knowledge and skills:

- basic digital technology skills, such as keyboard functions, including location of letters, shift key, symbols and enter key
- simple on screen graphics, menus and navigational tools

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
- 'apps' for smart phone and tablets

Informational website may include:

- online newspaper
- training course information
- public transport
- online free encyclopaedia
- recipe website
- local council, state government or peak body website

Internet resources may include:

- English language education websites with interactive learning activities, such as
 - grammar exercises
 - comprehension exercises
 - cloze
 - listening / viewing and reading activities
- social networking
- blogs
- online conferencing such as Skype

Basic features of web navigation may include:

- moving 'back' and forward, typing web address in correct window
- mouse and key strokes to move about the screen
- actions / finger movements on electronic touch-based user interfaces (touchscreens)
- opening links on web pages
- filling in text boxes, online forms
- posting
- composing chat responses

Communication skills may include:

- composing short posts and comments
- listening and responding, such as pronunciation practice
- collaborative learning activities via blogs
- completing interactive reading activity, such as multiple choice
- speaking and listening in an online session, such as Skype

Safe internet practices may include:

- privacy
 - keeping passwords safe
 - not revealing detailed personal information
 - respecting others, such as not posting/reposting images without permission
- logging out when finished
- recognising SPAM

Email program may include:

- web based
- tablet or 'smartphone' email
- personal or organisation 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
- difference between cc and bcc

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - access and use the internet to locate and navigate informational websites
 - access the internet to develop digital communication skills
 - 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 digital technology, internet and email programs
- assessment tasks utilise on line texts drawn from familiar contexts
- access to EAL resources, such as
 - a bilingual dictionary
 - English-English dictionary
 - model texts
 - grammar references

Support for the learner takes into consideration the learner may need:

- contextual support, for example unfamiliar cultural references
- time to work out meaning of information on a website

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of:
 - locating, accessing and navigating informational and language learning websites
 - communicating via internet
 - accessing, reading, composing and sending simple emails
- verbal questioning to confirm:
 - understanding of internet options
 - ability to follow instructions
- portfolio of simple emails composed and sent by the learner
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|--|
| Unit Code | VU22607 |
| Unit Title | Explore community services |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to identify key community services to support everyday life.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication, Reading and Writing at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening, Speaking, Reading and Writing. They contribute directly to the achievement of ISLPR Listening 2, Speaking 2, Reading 2 and Writing 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills and knowledge to access basic information about services in the local community.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 | <p>1.1 Identify street, suburb or town and state of residence</p> <p>1.2 Identify the local government area</p> <p>1.3 Locate place of residence in relation to the nearest major centre</p> |
| 2 Identify features of the local transport system | <p>2.1 Identify modes of transport in the local area</p> <p>2.2 Outline the features of the public transport ticketing system</p> <p>2.3 Identify public transport stops and routes using available resources</p> <p>2.4 Outline the advantages and disadvantages of modes of transport available</p> |

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| 3 Investigate community services in the local area | 3.1 Identify <i>sources of information</i> on <i>community services</i> |
| | 3.2 Select and locate a range of available personally relevant services |
| | 3.3 Outline <i>key features</i> of services provided by selected options |
| 4 Investigate recreation options in the local area | 4.1 Identify sources of information on <i>recreation options</i> |
| | 4.2 Identify and locate recreation options in your area |
| | 4.3 Identify <i>key features</i> of the recreation activity |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions to identify location, directions
- vocabulary of days, dates, time and frequency, such as monthly
- language of timetables and transport terminology
- vocabulary and expressions related to community services and recreational activities
- common tense and aspect forms to describe community services
- prepositions and prepositional phrases, such as
 - *on Fridays, in the town hall*
- simple question forms to
 - seek clarification about a community service
 - get others to repeat or explain words and phrases
- paralinguistic features to support understanding and communication
- use mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- politeness conventions in seeking information, such as showing interest, asking questions

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
- car, motorcycle
- bicycles

Features may include:

- ticketing varieties
- reusable travel cards, topping up travel cards, touching on / touching off
- fares, concession eligibility
- zone systems in metropolitan centres
- free zones, free travel vouchers

Resources may include:

- print or digital resources such as
 - timetables
 - maps
- digital resources such as journey planners

Advantages and disadvantages may include:

- travel time, comfort, convenience, and safety
- length / duration of journey
- access
- environmental factors, such as emissions, road degradation, relative number of passengers per vehicle
- comparative costs
- safety such as comparative rates of accidents and late night travel
- health, such as walking and standing associated with public modes of transport

Sources of information may include:

- local paper
- posters
- flyers, brochures
- radio / TV
- websites
- smart phone apps

Community services may include:

- schools, kindergartens, child care centres
- hospital / medical centre
- library
- police station
- neighbourhood house
- interpreting services
- markets
- parenting support centres or local parenting programs

Key features may include:

- location, opening and closing times
- telephone numbers, afterhours / emergency numbers
- web address
- fees and charges
- enrolment information
- forms to complete
- number and times of classes, sessions
- available services, such as internet, counsellor, volunteer support, information, referral
- meeting dates and times
- equipment required

Recreation options may include:

- sporting facilities, such as local pool
- sporting clubs and local teams
- yoga / dance / drawing / conversation classes
- children's play group
- book / reading club
- community clubs and centres, such as community choir, craft, garden, exercise groups

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - locate oneself in the local community
 - identify and compare local transport options and information
 - source and discuss information on local community and recreation services and identify information relevant to personal needs

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on local community services and recreation activities,
- access to a range of digital and/or print EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, and / or an English-English dictionary

Support for the learner takes into consideration the following factors:

- need for contextual support
- time to work out meaning of community texts or information

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of the learner locating self in the local community
- portfolio of information on local community and recreation opportunities compiled by the learner
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

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|---|--|
| Unit Code | VU22608 |
| Unit Title | Explore transport options |
| Unit Descriptor | <p>This unit describes skills and knowledge required by EAL learners to identify local transport options and the requirements for using them.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication and Reading competence at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening, Speaking, Reading and Writing. They contribute directly to the achievement of ISLPR Listening 2, Speaking 2, and Reading 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills and knowledge to access information on basic requirements for a range of transport options.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 local public transport options | <p>1.1 List the public transport options available locally</p> <p>1.2 Access information on using a range of local public transport options</p> <p>1.3 Outline key features of transport safety</p> <p>1.4 Outline legal requirements for public transport users</p> |
| 2 Describe the requirements for driving and riding in Australia | <p>2.1 Access information on local driving and riding requirements</p> <p>2.2 Outline the legal requirements and road requirements in the local area</p> <p>2.3 Identify sources of assistance in using roads</p> |

2.4 Outline key aspects of road safety for driving and riding

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions related to using transport, transport safety and regulations
- spoken, written and visual language and information related to using various modes of transport
- sentence structures for simple, compound and complex sentences
- some modals and modal forms (positive and negative), such as
 - *should, would, could, might, need to*
- paralinguistic features to support understanding and communication
- use mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution

Required Sociolinguistic and Cultural Knowledge:

- some colloquial language related to transport

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.

- Public transport options*** may include:
- tram
 - bus
 - train

- Access information*** may include:
- listening to guest speaker
 - watching a documentary or video online
 - searching internet sources
 - using mobile phone apps
 - reading digital displays, signs brochures, community directory
 - visiting public transport offices
 - listening to key personnel, such as ticket inspector, bicycle repair shop personnel
 - using car driver associations services

Legal requirements may include:

- buying and validating tickets on public transport
- unlawful behaviour, such as vandalism
- rights and responsibilities of passengers on public transport
- pedestrians crossing roads
- licences / status of International Licence
- minimum age and other requirements for a licence
- number of passengers allowed
- pillion passengers on motorbikes
- drink driving / 0.05 testing
- speeding and speed limits
- parking infringements
- responsibilities in an accident
- child restraints
- not using mobile phones while driving
- buying and registering a car

Riding and driving may include:

- bicycle, electric bicycle
- motor bike
- scooter
- car / taxi
- truck
- van
- bus
- chauffeured vehicle, car share / bicycle rental / vehicle rental services
- taxi

Road requirements may include:

- toll roads and payment options
- single lane bridges
- unfenced roads and livestock
- gates on rural roads
- traffic free zones on designated days, such as market day
- speed limits, school zones, special conditions
- bike lanes / helmets for bike riders
- parking restrictions

Sources of assistance may include:

- websites related to toll ways, webcam showing traffic conditions
- online / on air traffic advice
- petrol price comparisons
- websites related to driver licences
- street directories (online and print)
- online maps, such as bike paths
- transport ombudsman
- user associations, such as Bicycle Network, state-based car driver associations

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to:
 - source information on requirements for public and personal transport use
 - select and describe key information on transport use, legal requirements and safety

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of sources of information
- access to a range of EAL resources, such as
 - bilingual resources about transport
 - a bilingual dictionary, and/or an English-English dictionary

Support for the learner takes into consideration the following factors:

- need for contextual support
- time to interpret texts about transport options

Method(s) of assessment

The following are suggested assessment methods for this unit:

- simple oral presentation describing features of the transport system
- portfolio of information on the transport system compiled by the learner
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge related to transport

| | |
|---|---|
| Unit Code | VU22609 |
| Unit Title | Explore current issues |
| Unit Descriptor | <p>This unit describes the knowledge and skills required by EAL learners to explore local or international current issues.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Oral Communication, Reading and Writing at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Listening, Speaking, Reading and Writing. They contribute directly to the achievement of ISLPR Listening 2, Speaking 2, Reading 2 and Writing 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their language the skills and knowledge to explore and engage with current issues.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 information on a current issue of local or international significance | <p>1.1 Identify a <i>current issue of local or international significance</i></p> <p>1.2 Engage with <i>sources of information</i> on the current issue</p> <p>1.3 Identify the <i>main facts</i> of the issue</p> |
| 2 Discuss the current issue | <p>2.1 Explain the main facts of the selected issue</p> <p>2.2 Outline <i>supporting information or examples</i></p> <p>2.3 Give and respond to simple opinions on the issue</p> <p>2.4 Use <i>conversation strategies</i> to participate in an exchange about the issue</p> <p>3.1 Confirm <i>audience</i> and <i>purpose</i> for <i>simple text</i></p> |

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| 3 Write a simple text about the issue | 3.2 Select and sequence relevant information |
| | 3.3 Outline issue and main supporting information in a series of short sentences |
| | 3.4 Use <i>appropriate vocabulary and grammar</i> to convey meaning |
| | 3.5 <i>Proofread and correct</i> final draft |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of topical issues
- expressions for giving reasons or simple opinions
- simple sentence structures
- simple question forms
- a range of common high frequency tense and aspect forms to describe present, past and future, such as simple present, simple past, present continuous, future forms, verb +ing
- some modals and modal forms (positive and negative), such as
 - *should, might, need to*
- a limited range of common phrasal verbs, such as
 - *We are using up too much water*
- a limited range of connectives, such as
 - *when, but, if, although, So although Australians enjoy watching sport, they are becoming overweight*
- a range of high frequency discourse markers and cohesive devices, such as
 - *anyway, in my opinion, on the other hand*
- a limited range of adjectives, adverbs and some adverbial phrases
- a limited number of prepositions and prepositional phrases, such as
 - *Many Australians are keen on sport*
- use mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- simple paralinguistic features, such as body language, to interpret and convey meaning and acknowledge understanding in discussions
- some awareness of how tone, stress and intonation modify meaning when giving opinions on an issue
- some high frequency idiomatic expressions
- some awareness of tone, style, attitude, intention of writer
- some colloquial expressions
- awareness of different cultural expectations

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 issue of local or international significance may include:

- social issues, such as homelessness, drug use
- world health issues, such as obesity
- environmental issues, such as
 - waste and recycling
 - cars vs bicycles
- public transport issues

Sources of information may include:

- online information, such as websites, blogs, social networking
- brochures and posters
- local library, museum and exhibitions
- correspondence and flyers, such as local member's publicity
- petitions
- magazines and newspapers

Main facts may include:

- location
- main individuals or groups involved
- history and background
- reasons why it is an issue
- main aspects of issue including statistics

Supporting information or examples may include:

- reasons for and against
- statistics and data
- historical examples

Conversation strategies may include:

- simple strategies to seek clarification or explanation, such as restatement *Do you mean...?*
- repetition to improve pronunciation, tone and intonation for intelligibility
- use simple paralinguistic cues to interpret and convey meaning

Audience may include:

- teacher
- fellow students in a single location
- other language learners in various locations via internet
- specific group, such as parents, community organisation
- Member of Parliament (MP)

Purpose may include:

- responding to a set task
- responding to an email
- creating a personal blog or website
- contributing to a blog or social networking discussion
- organising a petition
- letter to an MP

Simple text may include:

- summary of main points in a series of short sentences
- email
- letter
- statement for a petition
- short report, such as item for a newsletter

Appropriate vocabulary and grammar may include:

- vocabulary relevant to topic
- typical verb tenses used, such as simple present tense for reports
- sequence markers

Proofread and correct may include:

- making corrections to own work, with teacher support to identify errors
- reviewing corrected draft using a correction code
- checking EAL resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - identify and engage with information on a current issue from different sources
 - participate in a simple discussion about a current issue
 - plan, produce and proofread a simple text about a current issue using a series of short, simple sentences

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on national and international issues
- access to a range of EAL resources, such as
 - bilingual resources
 - a bilingual dictionary, and/or an English-English dictionary
- access to conversation participants

Support for the learner takes into consideration the following factors:

- need for a sympathetic interlocutor
- need for contextual support
- time to work out meaning of texts
- time to produce a text

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of participation in a discussion of a current issue of local or international significance
- questioning to confirm ability to locate written sources of information
- portfolio of written texts and responses
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as use of stress and intonation when giving an opinion

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|---|---|
| Unit Code | VU22610 |
| Unit Title | Engage in casual conversations and straightforward spoken transactions |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to participate effectively in casual conversations and discussions on a range of topics, and to engage in straightforward transactions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2+ and Listening 2+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop speaking and listening skills in English in a range of informal and formal situations in varied contexts such as social and community, everyday commerce and recreation, workplaces, and vocational or study-related fields. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Participate in casual conversations | <p>1.1 Initiate conversation using appropriate <i>opening expressions and conventions</i></p> <p>1.2 Contribute comments, opinions or information on a <i>range of everyday topics</i></p> <p>1.3 Give detailed responses</p> <p>1.4 Use a range of <i>conversational strategies</i></p> <p>1.5 Clarify misunderstandings and ambiguous points where necessary</p> <p>1.6 Close conversation using <i>customary steps</i></p> <p>2.1 Initiate a <i>straightforward transaction</i> and make request or state problem clearly</p> |

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| 2 Participate in a range of straightforward transactions | 2.2 Give detailed explanation |
| | 2.3 State desired outcome |
| | 2.4 <i>Identify suggestions or solutions offered</i> |
| | 2.5 <i>Respond</i> to suggestions or solutions offered |
| | 2.6 <i>Clarify</i> outcome / result or follow up action where necessary |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of straightforward topics related to social, community, recreational, vocational or study purposes
- sentence structures, such as simple, compound and complex sentences
- a range of verb tenses and aspects which may include present perfect continuous, past perfect, present and past simple passive, conditional, such as with *if* and *unless*
- a range of modal forms, such as including negative form of *need to* and *have to*
- a range of phrasal verbs
- a variety of adjectives, adverbs and adverbial phrases
- a range of discourse markers and conjunctions appropriate to spoken information
- a range of modifying words and phrases to explain and qualify ideas
- question forms and strategies, such as use of paralinguistic features – facial/body gestures, to confirm understanding, to clarify misunderstandings and ambiguity
- use of tone, stress and intonation to modify meaning
- generally intelligible pronunciation with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution

Sociolinguistic and Cultural Knowledge and Skills:

- register appropriate to the context
- a limited range of colloquial and idiomatic expressions
- detection and expression of opinions and attitudes in spoken texts
- recognition of some inferred meaning, such as logical, contextual, paralinguistic, such as use of voice for effect (intonation and emphasis), facial expressions

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.

Opening expressions and conventions may include:

- Expressions, such as
 - *Hi Marie, how've you been?*
 - *Hey! What've you been up to?*
 - *How's it going?*

A range of topics may include:

- personal or family news, health, future plans
- social issues of general / current interest
- study issues
- vocational and work related matters
- current news or events, public and community issues, such as the environment, housing, education, welfare
- comparison of cultural expectations and practices

Conversational strategies may include:

- initiating conversation
 - *Guess what? Have you heard about ...? Do you remember ...?*
- repeating key words or phrases to show interest
 - *You won Tattsлото??*
- responding appropriately
 - *Really? Oh, that's terrible ...*
- interrupting appropriately
 - *But the thing is ... If you ask me ... I don't agree ...*
- asking questions, clarifying where necessary
 - *What do you think? So, you're saying that ...? Do you mean ...? What about ...?*
- changing topic / redirecting the topic
 - *Anyway, as I was saying ... By the way, ...*
- invite others to participate
 - *What's your opinion?*
- use of appropriate non-verbal behaviour, such as body language and eye contact to show interest
- turn taking

Customary steps may include:

- Stages, such as
 - Pre-closing *Anyway, I should go - have to pick up the kids.*
 - Closing *Lovely to see you*
 - Leave taking *Bye!*

Straightforward transactions may include:

- Goods and services encounters of some complexity, such as
 - explaining a problem at the bank
 - explaining overdue library books
 - requesting more time to pay a fine or overdue account
 - complaining about a faulty product or poor service
 - reporting a problem – fire, accident
 - parent–teacher interview
 - dealing with warnings, advice, requests for information

Identify suggestions or solutions offered may include:

- recognising suggested steps required, such as
 - *He needs to return the books within seven days or pay to replace the books.*
 - *She needs to send the product back to the company along with the original receipt.*
 - *So I need to make the complaint in writing to your manager*
- recognising use of conditionals, such as *if, unless*

Respond may include:

- using expressions and strategies to
 - express concern *That doesn't really help me, because...*
 - negotiate if outcome is unsatisfactory. *I don't think that's good enough ... The problem is ...*
 - repeat request for item or service needed
 - soften a request, for example use of continuous *I was wondering if ..., I was hoping to get a replacement*
 - make a simple prediction of consequences *If you are unable to help me, I'd like to speak to your supervisor*

Clarify may include:

- Clarifying statements or questions, such as
 - *OK, so I'll call you again in a week to find out what's happened.*
 - *So, you'll update my account today?*
 - *So, you'll contact me?*

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- Use straightforward conventions and linguistic knowledge to
 - initiate and sustain conversations with one or more people on a range of straightforward topics
 - conduct straightforward transactions using a range of communication strategies

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - bilingual resources and other resources for support
 - a bilingual dictionary, and/or an English-English dictionary
- access to conversation participants
- assessment tools developed for this unit use short straightforward spoken texts across a range of contexts without much colloquial speech and in which varieties of English are familiar
- support for the learner takes into consideration the following factors
 - need for moderate support from the interlocutor
 - need for some contextual support

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of face-to-face or electronic communications
- role plays
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in straightforward spoken communication

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| Unit Code | VU22611 |
| Unit Title | Give and respond to a range of straightforward information and instructions |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to understand and convey detailed spoken information, and to respond to and give a set of verbal instructions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3 <p>and</p> <ul style="list-style-type: none"> the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2+ and Listening 2+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants using speaking and listening skills in English to perform effectively in informal and formal situations. The situations in which these skills are applied are varied, and can be related to social and community life, everyday commerce and recreation, study, workplace, and vocational contexts. The contexts of the instructions and information will generally be familiar, but may involve communication with people outside of their own immediate circle, face to face, and on the phone. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Interpret an informational spoken text | <p>1.1 Identify the <i>context, topic</i> and purpose of an <i>informational spoken text</i></p> <p>1.2 Outline main ideas, opinions and attitudes expressed</p> <p>1.3 Locate <i>supporting information or details</i></p> <p>1.4 Identify the <i>tone and register</i> of the text, and any inferred meaning</p> <p>1.5 <i>Express an opinion</i> about the ideas or issues raised</p> <p>2.1 <i>Prepare</i> to present talk, using appropriate <i>structure and style</i></p> |

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| 2 Give a short talk on a straightforward topic | 2.2 Use simple cohesive devices to give explanation and express opinion |
| | 2.3 Use strategies to deliver talk, clearly demonstrating awareness of audience |
| | 2.4 Review own performance |
| 3 Respond to a set of verbal instructions for a straightforward process or procedure | 3.1 Identify the context and purpose of the verbal instructions |
| | 3.2 Identify sequence markers and other linguistic cues used to explain the process or procedure |
| | 3.3 Outline key steps, warnings or advice given by the speaker |
| | 3.4 Determine the effectiveness of the instructions |
| 4 Give a set of verbal instructions for a straightforward process or procedure | 4.1 Prepare to give verbal instructions for a familiar process or procedure |
| | 4.2 Present instructions coherently |
| | 4.3 Speak clearly |
| | 4.4 Demonstrate awareness of audience |
| | 4.5 Review own performance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions to participate in a range of straightforward short talks / exchanges of information as both listener and speaker
- sentence structures, such as simple, compound and complex sentences
- variety of question types to clarify misunderstandings and ambiguous points in interactions
- a range of verb tenses and aspects, which may include present perfect continuous, past perfect, present and past simple passive, conditional, such as with *if* and *unless*
- a range of modal forms, such as including negative form of *need to* and *have to*
- a range of phrasal verbs
- a variety of adjectives, adverbs and adverbial phrases
- a range of discourse markers appropriate to spoken information and instructional texts, conjunctions
- a range of modifying words and phrases to explain and qualify ideas, express opinions and attitudes

- the gist of audio and audiovisual informational texts and interviews which are clear and straightforward
- question forms and strategies (such as paralinguistic) to clarify misunderstandings and ambiguous points
- the use of tone, stress and intonation to modify meaning
- generally intelligible pronunciation with effective use of stress and intonation, although speaking may be characterised by some hesitations and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- use of register appropriate to the context
- a limited range of colloquial and idiomatic expressions
- detection and expression of opinions and attitudes in spoken texts
- recognition of some inferred meaning
 - logical, contextual, paralinguistic, such as use of voice for effect, including silence, pausing, facial expressions

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 may include:

- the environment the communication takes place in
 - social or cultural context
 - educational or vocational setting

Topics may include:

- self and family
- educational and employment background
- personal journeys, experiences
- current events, public and community issues, such as the environment, housing, education, health issues, for example obesity, smoking
- sport and leisure
- social and cultural issues, such as racism, cross-cultural relationships, intergenerational relationships, gender roles
- study issues
- vocational and work-related issues

Informational spoken text may include:

- radio or news story
- streamed content
- recorded information as part of an exhibition, such as museum, art gallery

- voicemail message
- formal or informal talk in a range of contexts, for example as part of a community activity

Supporting information or details may include:

- facts, statistics
- opinions
- arguments for or against something
- examples, such as explanatory anecdotes
- non-verbal supporting information, such as photographs, models, diagrams, evidence

Tone and register may include:

- awareness of how language choices reflect relationships between participants, their moods / attitudes, and the degree of formality of the situation, such as
 - *Please close the door*
 - *Would you please close the door*
 - *Would you be so kind as to close the door* (Could be polite, angry, sarcastic)

Express an opinion may include:

- Expressions, such as
 - *I think....*
 - *I believe...*
 - *I can't agree*

Prepare may include:

- understanding the key features of formal talks; structure, discourse markers, voice volume, intonation, delivery rate, awareness of audience
- selecting topic and structuring talk
- preparing notes or prompt cards
- practising
- accessing visual aids or other supports as required

Structure and style may include:

- the order of ideas, such as introduction, body and conclusion, sequence of steps
- the manner of presentation; formal, informal, conversational, voice volume, intonation, delivery rate

Simple cohesive devices may include:

- use of cohesive devices to sequence and explain information, such as *first, then, finally*
- other linguistic cues to explain sequence of ideas or steps
- supporting materials, such as photos, notes on a board

Clearly may include:

- generally intelligible pronunciation
- effective use of stress and intonation
- audible voice
- effective timing

Awareness of audience may include:

- speaking to a single interlocutor or group
- speaking in a co-located space or via telephone or FaceTime
- clarifying where required, responding to questions
- use of visual aids or other supports as an aid to meaning
- requests for clarification, such as
 - *Can you say that again?*
 - *Sorry, I didn't get that.*
 - *Do you mean this one?*
 - *Like this?*
- use of body language and eye contact and other paralinguistic expressions to acknowledge audience

Review may include:

- comment verbally or in writing, such as by completing checklist or self-assessment

Context and purpose may include:

- situation, and intention or reason

Verbal instructions may include:

- instructions or directions conveyed through one-to-one interaction, group setting, over the phone or via recorded information
- directions in some detail for familiar social activities, such as making things / recipes
- how to use a piece of equipment
- steps in an application process

Sequence markers may include:

- first, second
- next
- then
- after that
- finally

Linguistic cues may include:

- *So has everyone got that?*

- *Everyone ok?*
- *Is that clear?*

Key steps, warnings or advice may include:

- sequential or conditional instructions, such as
 - *If Ahmed rings, tell him I'll be back by 2 pm.*
 - *Don't send the mail until he's checked it.*
 - *Don't call me unless it's urgent.*
- language relating to movement, position in space, manner, frequency and duration, such as
 - *turn left at the first traffic lights*
 - *at the top of the stairs*
 - *stir gently on a low heat*
 - *once every two hours*
 - *in seven days*

Effectiveness of instructions may include:

- plain English language
- clarity of expression
- logical sequencing
- use of relevant 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and linguistic knowledge to
 - obtain essential information on familiar or expected matters from spoken texts
 - communicate information in a talk and express supported opinions
 - give and follow a set of instructions using conversational strategies to clarify steps
 - reflect on own performance and the effectiveness of given instructions

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - bilingual resources and other resources for support, such as models for presentations
 - a bilingual dictionary, and/or an English-English dictionary
- access to conversation participants

- assessment tools developed for this unit use short straightforward texts across a range of contexts without much colloquial speech and in which varieties of English are familiar
- support for the learner takes into consideration the following factors
 - need for moderate support from the interlocutor
 - need for some contextual support

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of performance
- role plays
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in straightforward oral communication

| | |
|---|--|
| Unit Code | VU22612 |
| Unit Title | Read and write straightforward communications and transactional texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write digital and/or print straightforward formal and informal written communications and transactional texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ and Writing 2+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop their English reading and writing skills for a range of formal and informal communications and transactions which can apply to a range of contexts such as social and community life, everyday commerce and recreation, workplaces, and vocational or study-related fields. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read a range of straightforward communications | <p>1.1 Identify the <i>context and purpose</i> of the <i>straightforward communications</i></p> <p>1.2 Identify the <i>main ideas</i> referred to</p> <p>1.3 Locate <i>specific details</i></p> <p>1.4 Note <i>conventions</i> and <i>discourse features</i> of the texts</p> |
| 2 Write straightforward communications | 2.1 Plan and draft straightforward communications using conventions appropriate to the context and purpose |

- | | | |
|---|---|---|
| | 2.2 | Convey message using appropriate language and register |
| | 2.3 | Sequence content using appropriate staging and paragraph structure |
| | 2.4 | Proofread and correct final draft |
| 3 | Read a range of straightforward transactional forms | <p>3.1 Determine the purpose, requirements and conventions of straightforward transactional forms</p> <p>3.2 Locate specific information, using organisational features of the text</p> <p>3.3 Identify key instructions or specific advice</p> |
| 4 | Complete straightforward transactional forms | <p>4.1 Scan straightforward transactional forms and identify purpose</p> <p>4.2 Follow conventions required for detailed information</p> <p>4.3 Use language and register appropriate to the context</p> <p>4.4 Proofread all sections and note any additional requirements</p> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of straightforward topics related to social, community, recreational, vocational, or study purposes used in personal communications and in transactional forms
- common collocations sentence structures for simple, compound and complex sentences
- question forms, for example to request information, ask opinions
- paragraph structure
 - topic sentence
 - supporting details
 - linking devices
- definite and indefinite article
- a variety of adjectives and adverbs
- a range of adverbial phrases, prepositions and prepositional phrases
- a range of verb tenses and aspect forms (which may include the present perfect continuous and past perfect), present and past simple passive, conditional, for example with *if* and *unless*
- reported speech in communications and transactional texts
- a range of phrasal verbs
- a range of modals and modal forms, including negative form of *need to* and *have to*
- a range of conjunctions, including subordinating and coordinating
- a range of discourse markers and cohesive devices to structure text, such as
 - addition *in addition*
 - cause and effect *therefore, as a result*
 - contrast *however*
 - sequence *following that*
 - time *finally*
- reading strategies to
 - skim text for main ideas
 - work out meaning of unknown words from context
 - proofread and self-correct own writing
- reading skills to use EAL supporting texts
 - to work out the meaning of unknown words
 - to select vocabulary, expressions and forms to modify own writing

Required Sociolinguistic and Cultural Knowledge and Skills:

- a limited range of idiomatic expressions and colloquialisms
- variation of register in communications
- language appropriate for social communication purposes

- conventions of a range of communications and forms
- use model texts to guide production of a range of personal communications and transactional forms
- recognition of some inferred meaning in texts using a range of cues, such as syntactic, semantic, logical, contextual
- awareness of tone and intention of writer in communications
- detection and expression of opinions and attitudes in texts
- processes of planning, drafting and review

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:

- straightforward communications relating to everyday activities, such as
 - education
 - workplace
 - community
- determining the reader-writer relationship
- noting the attitude of the writer
- purpose of the communication to express
 - well wishes
 - explanation
 - apology
 - complaint or concern
 - disappointment
 - workplace announcements

Straightforward**communications** may include:

- online and/or paper based communication which include some detail in a range of straightforward contexts, such as:
 - formal and informal email messages, letters
 - get well / farewell / invitation / sympathy / congratulations
 - letter explaining absence from school / work
 - request for extension for course work due to illness
 - explanation for late payment due to personal difficulties
 - letter of complaint
 - letter to school principal / council outlining an issue of personal concern
 - letter to the editor of local community paper
- online blogs, social media posts which include some details

Main ideas may include:

- main reasons for the communication
- main topic or topics
- background context and references

Specific details may include:

- people and their relationship with the writer
- facts described, such as a series of events or description of things
- opinions expressed
- supporting details
- inferred meaning, attitude of writer
- specific requests related to time, such as appointments, school camp dates
- warnings and advice which relate to health and well being
- actions required or requested, such as parent asking for trees at the school to be trimmed for safety reasons

Conventions may include:

- layout and formatting, such as position of address
- forms of address / titles
- opening sentence / closing / salutation
- social conventions in online communication, such as
 - avoiding use of block capitals
 - awareness that emails are potentially public
- register appropriate to social context, recipient of message, and purpose of communication
- layout of electronic communications, such as
 - a series of email responses begins from bottom
 - protocols of *Reply All*, copying others (cc, bcc)

Discourse features may include:

- text pattern and structure, such as
 - introduction, main points, concluding sentence
 - opinion – argument – summing up – recommendation
- conventions of paragraph writing, such as use of topic sentences
- chronological sequencing of events, identification followed by description
- linking words to connect text

Staging may include:

- informal and formal opening greetings *Hi / Dear ...*
- introduction / statement of purpose of letter
- elaboration or explanation
- statement of desired outcome / further information / offer of help
- informal and formal closing statements, such as *Yours sincerely*

Proofread may include:

- reviewing writing for specific features, such as
 - verb tenses and agreement
 - appropriate greetings
 - spelling and punctuation (including using word processing features)
 - layout
 - relevance and length
- reading comments of teacher / reviewer and adjusting text accordingly

Purpose may include:

- function of the form – what goods or services can be obtained, such as
 - completion of Learning Plan
 - job application, for example summary of relevant experience
 - support applications, for example government allowances
 - course award application, for example personal statement
 - to provide details about a complaint or incident

Requirements and conventions may include:

- formatting, such as bulleted or numbered points
- symbols and diagrams
- directions and instructions

Straightforward transactional forms may include:

- online and paper based, such as
 - applications which include sections for details
 - feedback forms
 - complaint forms
 - incident forms
 - faulty goods forms
 - educational forms such as special consideration application

Organisational features may include:

- features of online and paper based texts, such as
 - visuals, symbols and logos, tables, charts, diagrams
 - navigational features
 - instructional language
 - commonly used abbreviations

Language and register appropriate to the context may include:

- formal language for application forms, such as
 - description of previous experience, abilities
 - report of an incident
- observation of conventions / register for official forms, such as whether to use abbreviations, selection of appropriate words, expressions of politeness

Additional requirements may include:

- attachments, certified copies of documents or evidence
- signatures of others, such as witness, JP

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and linguistic knowledge to
 - read a range of personal communications on straightforward topics
 - write a range of personal communications on straightforward topics comprising at least one appropriately structured paragraph
 - read and complete transactional forms requiring detail according to requirements
 - proofread and adjust text

Context of and specific resources for assessment

Assessment must ensure:

- assessment tasks use texts from a range of straightforward contexts
- access to EAL resources, such as
 - a bilingual dictionary
 - an English-English dictionary to determine meaning
 - model texts
 - grammar references
- acknowledgement of the user, such as cultural differences in written texts
- support takes into consideration the learner may need
 - contextual support, such as in relation to unfamiliar jargon, and some aspects of Australian culture
 - time to work out meaning, such as unfamiliar elements and specialised vocabulary or requirements of texts
 - occasional support to proofread and self-correct final drafts of written work

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written personal communications and transactional forms
- a portfolio containing evidence of completed communications and transactional forms
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|---|
| Unit Code | VU22613 |
| Unit Title | Read and write straightforward informational and instructional texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write formal and informal written communications related to straightforward information and instructions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 3 <p>and</p> <ul style="list-style-type: none"> the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ and Writing 2+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills in formal and informal situations, which can apply to a range of contexts such as social and community life, everyday commerce and recreation, workplaces, and vocational or study-related fields. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Respond to a straightforward written process | <p>1.1 Identify <i>conventions of instructional texts</i></p> <p>1.2 Identify the <i>context and purpose</i> of a set of straightforward <i>written instructions</i></p> <p>1.3 Analyse the <i>structure and discourse features</i> of the instructions</p> <p>1.4 Scan text to locate <i>specific information</i></p> <p>1.5 Evaluate the <i>effectiveness</i> of the instructions</p> |
| 2 Describe a straightforward process in writing | 2.1 <i>Plan and draft</i> a written description of a <i>straightforward process</i> |

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| | 2.2 | Produce written description using suitable vocabulary and grammar with appropriate register |
| | 2.3 | Proofread with feedback and make amendments to final drafts |
| 3 Read a range of straightforward informational texts | 3.1 | Scan straightforward informational texts and identify the context and topic |
| | 3.2 | Note the structure and discourse features of the texts |
| | 3.3 | Identify conventions of informational texts |
| | 3.4 | Scan text to locate specific information |
| | 3.5 | Respond to the text, outlining any opinions expressed, and state own opinion about the topic |
| 4 Write a straightforward informational text | 4.1 | Plan and draft an informational text for a specific purpose |
| | 4.2 | Locate, select and order information using appropriate layout and formatting and paragraph structure |
| | 4.3 | Use appropriate vocabulary and grammar to convey meaning |
| | 4.4 | Proofread with feedback and make amendments to final drafts |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of topics related to social, community, recreational, vocational, or study purposes
- common collocations
- sentence structures for simple, compound, and complex sentences
- question forms to use in seeking feedback on draft writing
- paragraph structure
 - topic sentence
 - supporting details
 - linking devices
- definite and indefinite article
- a variety of adjectives and adverbs
- a range of adverbial phrases, prepositions and prepositional phrases
- a range of tense and aspect forms which may include the
 - present perfect continuous and past perfect
 - present and past simple passive
 - conditional, for example with *if* and *unless*
- reported speech in informational texts
- a range of phrasal verbs
- a range of modals and modal forms, including negative form of *need to* and *have to*
- a range of conjunctions, including subordinating and coordinating
- a range of discourse markers and cohesive devices to structure text, such as
 - addition *in addition*
 - cause and effect *therefore, as a result*
 - contrast *however*
 - sequence *following that*
 - time *finally*
- reported speech (questions / instructions) with a variety of tenses
- the use of analysis of structure and discourse features as an aid to reading
- reading skills to use EAL supporting texts
 - to work out the meaning of unknown words
 - to select vocabulary, expressions and forms to modify own writing

Required Sociolinguistic and Cultural Knowledge and Skills:

- a limited range of idiomatic expressions and colloquialisms
- formal and informal registers used in describing processes and giving information in different contexts
- conventions of written processes and informational texts

- recognition of some inferred meaning in texts using a range of cues (syntactic, semantic, logical, contextual)
- awareness of tone and intention of writer
- detection and expression of opinions and attitudes in texts
- processes of planning, drafting and review

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.

Conventions of instructional texts may include:

- size and style of font, use of headings
- numerical information, such as measurements

Context and purpose may include:

- location in which instructions may be given, such as workplace safety, community hall, school classroom
- situation in which instructions may be required, such as to ensure safe practices in a school kitchen or workplace
- group or individuals addressed / audience
- advice / warning / request for action / how to use something

Written instructions may include:

- screen based, such as
 - following steps in a set of dialogue boxes and hyperlinks on a website
 - reading a series of straightforward explanations in interactive instructions
- online or paper based, such as
 - procedures for operating equipment
 - instructions for an assessment task or learning activity which involves a number of steps and pieces of information
 - project or activity instructions which may involve a number of participants, activities and requirements
 - instructions about use of community facilities by community groups
 - details of school camp procedures and requirements which require parental approval
 - instructions which include various options, conditions or alternatives
 - driving licence instructions
- graphic elements to further identify key words

Structure and discourse features may include:

- sequenced writing using linking words
- linguistic items such as verb tenses
- imperatives
 - *do not include original documents*
 - *please provide a change of clothes*
- conditionals
 - *parents should provide written instructions for any medications*
- dot points / numbered instructions
- large print, capital letters, headings
- use of sequence markers and other linguistic cues to locate information, such as *first, next, last*
- visuals and symbols which indicate options and requirements, such as no smoking signs

Specific information may include:

- quantities
- length / duration
- directions / place / date / time
- statistics
- reasons for
- warning or advice
- actions required / due dates
- conditions, such as *late applications will not be processed*

Effectiveness may include:

- clarity of expression
- logical sequencing of information
- conciseness of language

Plan and draft may include:

- clarifying purpose and audience for instructions or information
- selecting topic, content and ideas
- planning processes
 - mind map / brainstorm / cluster
- reviewing EAL resources for linguistic items
- using bilingual resources
- discussion with peers and teachers
- reviewing model texts

Straightforward process may include:

- educational, such as
 - learning activity instructions
 - project instructions
- community processes, such as
 - instructions about use of community facilities
 - sporting club instructions for cleaning up after a game
- social events, such as school fete arrangements for parents
- safe food handling instructions for community activity

Proofread may include:

- reviewing writing for specific features, such as
 - verb tenses and agreement
 - appropriate imperative forms in instructions
 - appropriate verb tenses in informational texts
 - spelling and punctuation, including using word processing features
 - layout / relevance / length
- reading comments of teacher / reviewer and adjusting text accordingly
- selecting alternative expressions using language resources, such as grammar texts and dictionaries
- reading text aloud to improve punctuation
- redrafting for clarity and accuracy

Feedback may include:

- language support and advice
- inclusion of further information
- proofreading and comments on drafts

Amendments may include:

- verb tenses / word order / agreements
- writing adjustments to fit audience and purpose
- selecting alternative expressions using language resources, such as grammar texts and dictionaries
- redrafting for clarity and accuracy

Straightforward informational texts may include:

- online and paper based texts, such as
 - news article
 - community brochure about immunisation
 - website, for example information about the citizenship test
 - educational information, for example study options
 - poster / flyer / bulletin
 - recount / factual account for a “public” audience
 - class report or assignment
 - workplace announcement

Context and topic may include:

- what text is about
 - news article about saving water
 - brochure about diabetes
 - flyer about a new bus service
- learners asking ‘who, what, when, where, why’ questions to make sense of texts

Conventions of informational texts may include:

- sequence of information in text, such as topic sentence followed by supporting information
- impersonal tone, some passive voice, such as *Koalas are found in many parts of Australia*
- use of singular and plural forms, such as *Koalas are Australian animals* / *The koala is a shy animal*

Specific purpose may include:

- report
- article
- newsletter, brochure or flyer for school or community

Locate, select and order information may include:

- online research
- locating model texts
- verifying relevance / accuracy
- ordering logically according to text conventions

Layout and formatting may include:

- diagrams and illustrations
- abbreviations
- symbols / numbering / bullet points

Vocabulary and grammar may include:

- topic specific vocabulary
- typical verb tenses, such as
 - simple present tense for reports
 - passive voice for impersonal style

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to:
 - read and interpret a range of straightforward instructional and informational texts
 - plan, produce, review and amend straightforward written descriptions of processes and informational texts comprising at least one appropriately structured paragraph

Context of and specific resources for assessment

Assessment must ensure:

- written tasks in straightforward contexts
- access to a range of print and/or online EAL resources including a bilingual dictionary, and/or an English-English dictionary
- acknowledgement of the user, such as cultural differences in written texts
- support takes into consideration the learner may need
 - contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture
 - time to work out meaning or requirements of texts, such as unfamiliar elements and specialised vocabulary or requirements of texts
 - occasional support to proofread and self-correct final drafts of written work

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written instructions and information and to confirm linguistic, sociolinguistic and cultural knowledge
- a portfolio containing drafts and completed instructional and informational texts

| | |
|---|---|
| Unit Code | VU22614 |
| Unit Title | Read and write straightforward descriptive and narrative texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write straightforward digital and/or print descriptive and narrative texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ and Writing 2+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills in a range of formal and informal situations, which can apply to a range of contexts such as social and community life, everyday commerce and recreation, workplaces, and vocational or study-related fields. |
| 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 Read a straightforward descriptive text | 1.1 Identify the <i>topic</i> of the <i>straightforward descriptive text</i> 1.2 Analyse the <i>conventions and discourse features</i> of descriptive text 1.3 Scan text to locate <i>specific details</i> |
| 2 Write a straightforward descriptive text | 2.1 <i>Plan and draft</i> a written description 2.2 Produce written description using suitable vocabulary and grammar with appropriate register 2.3 Sequence description using paragraph structure 2.4 <i>Proofread</i> and correct final draft |

- | | |
|---|---|
| 3 Read a range of straightforward narrative texts | 3.1 Scan <i>straightforward narrative texts</i> and identify the <i>context and topic</i> |
| | 3.2 Note the <i>structure and discourse features</i> of the texts |
| | 3.3 Identify <i>conventions of narrative texts</i> |
| | 3.4 Scan text to locate <i>specific details</i> |
| 4 Write a straightforward narrative text | 4.1 <i>Plan and draft</i> a narrative text |
| | 4.2 <i>Select and order text</i> using appropriate paragraph structure |
| | 4.3 Use appropriate <i>vocabulary and grammar</i> to convey meaning |
| | 4.4 <i>Proofread</i> and correct final draft |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of straightforward topics in descriptive and narrative texts
- common collocations
- sentence structures for simple, compound and complex sentences
- question forms to use in seeking feedback on draft writing
- paragraph structure
 - topic sentence
 - supporting details
 - linking devices
- definite and indefinite article
- a variety of adjectives and adverbs
- a range of adverbial phrases, prepositions and prepositional phrases
- a range of tense and aspect forms (which may include the present perfect continuous and past perfect), present and past simple passive, conditional for example with *if* and *unless*)
- a range of phrasal verbs
- a range of modals and modal forms, including
 - negative form of *need to* and *have to*
- a range of conjunctions (subordinating and coordinating)
- a range of discourse markers and cohesive devices to structure text, such as
 - addition *in addition*
 - cause and effect *therefore, as a result*
 - contrast *however*
 - sequence *following that*
 - time *finally*
- reported speech, such as in narratives with a range of tenses
- use analysis of structure and discourse features as an aid to reading
- reading skills to use EAL supporting texts
 - to work out the meaning of unknown words
 - to select vocabulary, expressions and forms to modify own writing

Required Sociolinguistic and Cultural Knowledge and Skills:

- a limited range of idiomatic expressions and colloquialisms
- descriptive and narrative style in writing
- conventions of written descriptive and narrative texts
- use model texts to guide production of written texts
- recognition of some inferred meaning in texts using a range of cues (syntactic, semantic, logical, contextual)
- detect and express opinions and attitudes in texts

- processes of planning, drafting and review

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.

Topic may include:

- local or international historical facts
- fictional account
- personally relevant topics, such as
 - personal history
 - vocational focus, for example description of a job role or workplace duties
 - factual description for study purposes
 - scientific description, for example field notes
 - journal entry, for example observation notes from a work or practical placement

Straightforward descriptive text may include:

- description of a place, person or object in an online blog
- description in a study text
- description in a fictional account, such as short novel or story
- newspaper article, such as description of a sport or sportsperson

Conventions and discourse features may include:

- sequenced writing using a range of sequence markers and linking words
- visuals, such as diagrams to support description, for example scientific description - life cycle of a frog
- verb tenses, such as simple present tense for straightforward descriptions
- use of third person and passive voice
- linguistic items as listed in Required Skills and Knowledge, such as verb tenses
- language, such as
 - action verbs to provide interest to the writing
 - written in the first person (*I, we*) or the third person (*he, she, they*)
 - usually past tense
 - linking words to do with time
 - use of adjectives and adverbs to qualify the action and provide interest
 - inclusion of details, such as smell, sound
 - formulaic expressions

Specific details may include:

- quantities
- length / duration
- place / date / time
- sizes and shapes
- colour and texture
- structure and materials
- locations

Plan and draft may include:

- clarifying purpose and audience for description and narrative
- selection of topic, content and ideas
- planning processes, such as
 - mind map / brainstorm / cluster
 - reviewing EAL resources for linguistic items
 - using bilingual resources
 - discussion with peers and teachers
 - reviewing model texts
 - reading comments of teacher / reviewer and adjusting text accordingly

Proofread may include:

- reviewing writing for specific features
 - verb tenses and agreement
 - appropriate verb tenses in descriptive and narrative texts
 - spelling and punctuation (including using word processing features)
 - layout
 - relevance and length
- writing adjustments to fit audience and purpose
 - reading comments of teacher / reviewer and adjusting text accordingly
 - selecting alternative expressions using language resources, such as grammar texts and dictionaries
 - reading text aloud to improve punctuation
 - redrafting for clarity and accuracy

Straightforward narrative texts may include:

- news article
- biographical text
- website, for example personal story, travel details
- recount for a “public” audience, for example as part of a film review
- journal
- short story / simplified novel
- reflection

Context and topic may include:

- audience, such as public or private, familiar
- setting, such as Australia, another country, fictional location
- fictional story for entertainment
- personal true life narrative, for example to inform

Structure and discourse features may include:

- orientation (introduction)
- inclusion of dialogue
- paragraphs
- sequenced writing using a range of sequence markers and linking words
- use of reference within the text, such as use of anaphora and cataphora
- verb tenses, such as simple present tense for straightforward descriptions
- use of third person and passive voice
- linguistic items as listed in Required Skills and Knowledge, such as verb tenses
- purpose, such as to entertain / to inform / to change social attitudes and opinions
- inclusion of a problem or problems which characters must overcome

Conventions of narrative texts may include:

- elements and techniques to make meaning, such as
 - characterisation
 - plot
 - setting
 - theme
 - narrative voice, point of view
 - conflict / suspense / resolution
 - symbolism

Select and order text may include:

- ordering logically according to text conventions, such as placement of adjectives
- selection of vocabulary items to enrich narrative

Vocabulary and grammar may include:

- topic specific vocabulary
- typical verb tenses, such as simple past tense for narratives in the past

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - analyse a range of straightforward descriptive and narrative texts
 - plan, produce, review and amend a range of straightforward written descriptions and narrative texts comprising at least one appropriately structured paragraph

Context of and specific resources for assessment

Assessment must ensure:

- written tasks in straightforward contexts
- access to a range of EAL resources including:
 - digital and/or paper based bilingual and other resources for support, such as texts as models
 - a bilingual dictionary, and/or an English-English dictionary
- acknowledgement of the user, such as cultural differences in written texts
- support takes into consideration the learner may need:
 - contextual support, for example in relation to unfamiliar jargon, and some aspects of the local culture
 - time to work out meaning or requirements of texts, for example unfamiliar elements and specialised vocabulary or requirements of texts
 - occasional support to proofread and self-correct final drafts of written work

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written descriptions and narratives
- a portfolio containing drafts and completed descriptions and narratives and responses to written texts
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|---|
| Unit Code | VU22615 |
| Unit Title | Investigate issues in the Australian environment |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to research, and present information in an oral presentation and a written report in the context of identifying and investigating issues in the Australian environment.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3 and Writing 2+ / 3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills to increase their knowledge and understanding of environmental issues in the Australian environment and their potential impact.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 an environmental issue of significance in Australia | <p>1.1 Identify <i>an environmental issue of significance in Australia</i></p> <p>1.2 Scan and interpret <i>informational texts</i> and note the main aspects of the environmental issue</p> <p>1.3 Analyse the potential impact of the environmental issue</p> |

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|---|---|
| 2 Present your research findings to a group | 2.1 Outline the environmental issue and its potential impact on the community |
| | 2.2 Describe possible solutions |
| | 2.3 Use simple cohesive devices to give explanation and express opinion |
| | 2.4 Use strategies to deliver talk clearly demonstrating awareness of audience |
| 3 Write a report on your research | 3.1 Plan to write a report on the environmental issue and possible solutions |
| | 3.2 Select and order information, using appropriate layout |
| | 3.3 Use appropriate terminology and language |
| | 3.4 Proofread and correct final draft, with guidance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- some specialised vocabulary to describe and outline selected environmental issue
- a range of verb tenses and aspects, which may include present, perfect continuous, past perfect, present and past simple passive, and conditional, such as *if* and *unless*
- most modal forms
- dependent clauses introduced by words such as *although*, *when*, *if*, *while*
- a range of discourse markers, connectives and cohesive devices to link ideas and concepts, add information or contrast ideas, such as
 - *in addition*, *therefore*, *as a result*, *finally*
- a range of strategies to clarify and state own viewpoint
- features of text organisation, such as topic sentence, supporting details and linking devices
- pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification

Required Sociolinguistic and Cultural Knowledge and Skills:

- a range of registers, styles and conventions used in spoken discourse
- distinctions between fact and opinion, understatement, exaggeration in spoken and written texts
- a range of verbal and non-verbal strategies and conventions to convey and respond to information
- use of stress and intonation to modify meaning, such as to convey emphasis on important information
- detect and respond to opinions, attitudes in group interaction

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.

An environmental issue of significance in Australia may include:

- salinity / erosion
- drought / floods / bush fires
- air / water pollution
- impact of climate change and global warming
- fragility of the Great Barrier Reef
- natural disasters
- traffic congestion
- rubbish
- industrial waste
- water shortages
- endangered species

Informational texts may include:

Paper-based or digital texts such as

- news article
- brochure
- poster / flyer / bulletin
- research paper
- documentary

Possible solutions may include:

- ways of conserving / saving water, at home, work or in the local community
- recycling, ways to reduce waste
- ways of reducing energy usage at home, work or in the local community
- how to reduce car use, or make cars run more efficiently,
- energy efficient appliances
- alternative forms of energy, such as solar, wind power
- alternative forms of transport, such as cycling, better public transport
- planting trees to improve air quality / local habitat

Simple cohesive devices may include:

- use of cohesive devices to sequence and explain information, such as *first, then... finally*
- other linguistic cues to explain, sequence ideas or steps
- supporting materials, such as photos, notes on a board

Awareness of audience may include:

- audience - interlocutor or group
- clarifying where required, responding to questions
- use of visual aids or other supports as an aid to meaning
- requests for clarification, such as
 - *Can you say that again?*
 - *Sorry, I didn't get that*
 - *Do you mean this one?*
 - *Like this?*

Report may include:

- use of visual materials
- graphic information of limited complexity
- inclusion of numerical 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge and skills to
 - investigate informational texts on an environmental issue from a range of sources
 - communicate information on an environmental issue in a talk including expressing opinions, making suggestions and responding to the audience
 - write a report on an environmental issue comprising at least one appropriately structured paragraph and including features of text organisation

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - a bilingual dictionary, and / or an English-English dictionary
- access to sources of information on the Australian environment
- access to digital technology such as computers as required

Assessment practices should consider the learner's need to work independently and seek support as needed, such as:

- contextual support in relation to unfamiliar or technical jargon, and cultural influences related to environmental issues
- assistance in reviewing text prior to the final draft

Assessment also needs to take into consideration:

- time to read and analyse texts from different sources
- time to complete written text

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of specific content and terminology related to the environmental issue
- observation of an oral presentation
- a portfolio of evidence which includes written report, drafts and notes, supported by a range of other visual / recorded information if relevant
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as use of appropriate registers for presentations

| | |
|---|---|
| Unit Code | VU22616 |
| Unit Title | Investigate features of the Australian legal system |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to become familiar with features of the Australian legal system and the ways in which it can be accessed.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication, Reading and Writing at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+ and Listening 2+, Reading 2+ / 3 and Writing 2+ /3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills through broadening their knowledge of features of the Australian legal system.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 | <p>1.1 Identify the main differences between <i>civil and criminal law</i></p> <p>1.2 Identify the rights and responsibilities of the police in Australia</p> <p>1.3 Describe the main features of the <i>court system</i> and the role of each court</p> <p>1.4 Discuss methods of punishment in Australia</p> |

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| 2 Examine the process of accessing legal representation | 2.1 Identify key features of the system of legal representation |
| | 2.2 Access information about legal resources in the community |
| | 2.3 Identify the typical costs of accessing legal services |
| | 2.4 Discuss the availability of legal resources in the community |
| 3 Take notes of features of the Australian legal system | 3.1 Select a key feature of the Australian legal system relevant to own interests for further research |
| | 3.2 Take notes of the key information |
| | 3.3 Sequence notes in a suitable format |
| 4 Discuss a key feature of the Australian legal system | 4.1 Use a range of strategies to initiate and participate in an informal discussion |
| | 4.2 Use notes to discuss key feature of the Australian legal system |
| | 4.3 Use terminology related to legal system in Australia |
| | 4.4 Clarify misunderstandings and ambiguous points arising in discussion |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- specialised vocabulary related to features of the legal system
- a range of tense and aspect forms, which may include the
 - present perfect continuous and past perfect
 - passive voice
 - conditional, for example with *if* and *unless*
- a range of discourse markers, connectives and cohesive devices to link ideas and concepts, add information or contrast ideas, such as
 - *although, when, while, in addition, therefore*
- a range of modals and modal forms, such as *should, could, must* to express tentativeness or obligation
- definite and indefinite article
- a range of modifying words and phrases to explain and qualify ideas
- question forms and strategies (for example paralinguistic) to clarify misunderstandings and ambiguous points
- how tone, stress and intonation modify meaning
- generally intelligible pronunciation with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution
- methods to record notes, such as dot point lists, paraphrasing, mind maps, key words/headings, symbols

Required Sociolinguistic and Cultural Knowledge and Skills:

- understand texts which include meanings which are not always explicit
- basic principles underpinning the legal system
- recognition of some inferred meaning, such as logical, contextual, paralinguistic, for example use of voice for effect (intonation and emphasis), facial expressions

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.

Civil law may include:

- law concerned with private relations between members of a community, such as
 - personal injuries
 - public liability
 - business contracts
 - transfer of property

Criminal law may include:

- law concerned with crimes and punishment, such as
 - murder
 - assault
 - theft

Court system may include:

- Supreme Court
- High Court
- Magistrates' Court
- County Court
- Children's Court
- Family Court
- Federal Court

Legal representation may include:

- solicitor / barrister / Senior Counsel
- judge, magistrate and jury

Legal resources may include:

- legal aid
- solicitors
- information about human rights and equal opportunity
- legal rights in the workplace
- websites focussed on legal assistance

Typical costs may include:

- initial consultation fees
- court fees
- disbursement fees

Range of strategies may include:

- use of verbal and nonverbal expressions (such as use of pitch and intonation) to take a turn
- interrupting
- inviting others into a conversation
- exiting a conversation

Informal discussion may include:

- incidental discussion
- class discussion of issues as they arise
- small talk

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - interpret information on the features of the legal system and processes for accessing legal representation
 - source legal information including identifying sources of legal support in the community
 - take notes and discuss information and issues related to a feature of the Australian legal system

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - a bilingual dictionary, and/or an English-English dictionary
- sources of information about aspects of the legal system
- sources of information about accessing legal services

Assessment practices should consider the learner's need to work independently and seek support as needed, including:

- contextual support, such as in relation to unfamiliar jargon, and cultural aspects of the legal system

Assessment also needs to take into consideration:

- time to read and interpret texts
- time to record notes from written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of the learner participating in discussion
- portfolio of information on the Australian legal system sourced by the learner, including notes from research to inform discussion
- verbal or written questioning to assess learner's knowledge of the features of the legal system
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

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|---|---|
| Unit Code | VU22617 |
| Unit Title | Investigate features of the education system in Australia |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to examine the Australian education system, its structure and cultural features.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Reading and Writing and Oral Communication at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3 and Writing 2+ / 3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills to familiarise themselves with the education system and the cultural features of education in Australia to support educational or employment opportunities.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Australian education system | <p>1.1 Identify the sectors of the Australian education system</p> <p>1.2 Identify the role of sectors in the education system</p> <p>1.3 Outline the qualifications offered by the education system</p> <p>1.4 Note the terminology used to describe the features of the Australian education system.</p> <p>2.1 Identify the cultural features of the Australian education system</p> |

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| 2 | Discuss the cultural features of the Australian education system | 2.2 | Discuss how these cultural factors may impact on learners from other cultures |
| 3 | Investigate a feature of Australian education | 3.1 | Select one feature of Australian education which is of particular interest |
| | | 3.2 | Access and discuss information about the feature from a range of sources |
| | | 3.3 | Take notes of the main aspects of the selected feature |
| | | 3.4 | Compare this feature with similar features in another education system |
| 4 | Write a report on your research | 4.1 | Plan to write a report on the identified feature and its implications |
| | | 4.2 | Select and order information, using appropriate layout |
| | | 4.3 | Use appropriate terminology and language |
| | | 4.4 | Produce the report |
| | | 4.5 | Proofread and correct final draft, with guidance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- some specialised terminology related to the Australian education system and their cultural features
- sentence structures, such as simple, compound and complex sentences
- paragraph structure, such as
 - topic sentence
 - supporting details
 - linking devices
- a range of tense and aspect forms, which may include the
 - present perfect continuous and past perfect
 - passive voice
 - conditional, for example with *if* and *unless*
- a range of discourse markers, connectives and cohesive devices to link ideas and concepts, add information or contrast ideas, such as
 - *in addition, therefore, as a result, finally*
- a range of modals and modal forms, such as *should, could, must* to express tentativeness or obligation
- definite and indefinite article
- a range of strategies that can be used to clarify and state own viewpoint
- conventions for note taking such as
 - highlighting, underlining and circling
 - using key words as headings
 - using outline numbering / bullets for supporting information
 - hierarchical layout - indenting
 - using lists
 - paraphrasing

Required Sociolinguistic and Cultural Knowledge and Skills:

- a range of registers, styles and conventions used in spoken and written discourse
- distinctions between fact and opinion, understatement, exaggeration in spoken and written texts
- a range of verbal and non-verbal strategies and conventions used in discussions

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

Role of sectors may include:

- meeting needs of a specific learner group
- overall learning goals of the sector
- relationships between sectors, including cut off points between sectors and pathways between sectors

Qualifications may include:

- VCE
- degrees
- diplomas
- certificates
- pathways, such as school to Higher Education, VET EAL course to Higher Education, or other VET course

Terminology may include:

- sectors
- compulsory / post-compulsory
- qualifications
- Recognition of Prior Learning(RPL)
- student centred
- competency based
- apprenticeship
- traineeship

Cultural features may include:

- rights and responsibilities of learners
- role of the teacher / lecturer
- role of all levels of government through education policies and funding mechanisms
- role of parents in primary and/or secondary education
- assessment methods and systems
- emphasis on collaborative learning

Report may include:

- use of visual materials
- graphic information of limited complexity
- inclusion of numerical / statistical 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - identify Australian education structures and cultural features
 - access and discuss information on a selected feature of the Australian education system and write a report on the feature comprising at least one paragraph demonstrating familiarity with appropriate structure, writing conventions and styles

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources such as
 - a bilingual dictionary, and/or an English-English dictionary
- access to sources of information on the Australian education system

Assessment practices should consider the learner's need to work independently and seek support as needed such as:

- contextual support, such as in relation to unfamiliar jargon, and cultural influences and expectations of the Australian education system
- assistance in reviewing texts prior to the final draft

Assessment also needs to take into consideration:

- time to read and analyse texts about the education system
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of specific content related to the education system of Australia
- observation of participation in discussion
- a portfolio of evidence which includes drafts and notes of investigation
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as styles and conventions used to write a report

Unit Code**VU22618****Unit Title****Investigate Australian art and culture****Unit Descriptor**

This unit describes the skills and knowledge required by EAL learners to investigate and become familiar with aspects of Australian art and culture including the visual arts and film, and concepts of Australian identity.

The outcomes described in this unit relate to:

- The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 3
- and
- the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3 and Writing 2+ / 3.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to learners wishing to develop their English language skills to increase their knowledge and understanding of Australian art and culture.

This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.

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 features of the visual arts in Australia

- 1.1 Select one of the ***visual arts***
- 1.2 Outline the ***historical background*** of the art
- 1.3 Identify the key figures associated with the visual art
- 1.4 Describe the ***features*** of one artist's work in a spoken interaction
- 2.1 Identify key elements of ***Australian Englishes***
- 2.2 Describe Australian ***cultural icons***

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| 2 Investigate concepts of Australian identity and culture | 2.3 Describe key elements of Australian entertainment and leisure |
| 3 Investigate a local example of Australian culture | 3.1 Select and describe the significance of an example of Australian culture |
| | 3.2 Research and describe the key characteristics of the example |
| | 3.3 Gather and integrate information and perspectives about the example from different sources |
| | 3.4 Take notes of key information |
| | 3.5 Discuss the example of Australian culture investigated |
| 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, significant issues or themes |
| | 4.4 Critically analyse key aspects of the film |
| | 4.5 Outline your response to one Australian film in a spoken presentation |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- knowledge of a range of vocabulary related to arts and culture including some specialised vocabulary to describe details of the visual arts
- knowledge of techniques used by artists and film makers to convey meaning and achieve purpose
- a range of verb tenses and aspects, including
 - present perfect continuous
 - past perfect
 - present and past simple passive
 - conditional, for example with *if* and *unless*
- a number of phrasal verbs, adverbs, adverbial phrases and adjectives to convey ideas, express opinions and attitudes, such as *I really like this ..*
- a range of strategies to clarify and state own viewpoint
- methods to record notes, such as dot point lists, paraphrasing
- generally intelligible pronunciation with effective stress and intonation, although speaking may be characterised by hesitations and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- understanding that a visual text reflects an author's culture, experiences and value system
- a range of verbal and non-verbal strategies and conventions in spoken and written discourse
- aspects of Australia's cultural diversity related to art and culture
- varieties of Australian English
- discourse strategies to participate in group interactions
- use of tone, stress and intonation to modify meaning, such as to convey emphasis on important information
- a limited range of colloquial expressions and some common idioms in informal interactions

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
- pottery
- sculpture
- photography

Historical background may include:

- major movements or periods, such as Indigenous, colonial, impressionist

Features 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)

Cultural icons may include:

- people
- objects
- buildings
- songs
- pictures / paintings / photographs
- food

Australian entertainment and leisure may include:

- theatre
- live music
- eating out
- beaches
- community activities
- volunteering
- sport such as “Aussie Rules”

Examples of Australian culture may include:

- festivals
- sport
- indigenous performances

Key aspects may include:

- setting
- music
- sequencing of the story
- characters
- the lighting
- emotions being expressed

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - investigate and describe key features of Australian visual art and culture including Australian identity
 - gather, interpret and record information on an example of Australian culture
 - interpret, analyse and respond to an Australian film in a spoken presentation

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of EAL resources including
 - a bilingual dictionary, and/or an English-English dictionary
- resources such as
 - Australian art and films
 - information related to Australian culture

Assessment practices should consider the learner's need to initiate support from a range of established resources such as:

- contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences
- assistance in planning spoken presentations

Assessment also needs to take into consideration:

- time to read and analyse texts
- time to prepare spoken presentations

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of specific content related to Australian art and culture
- observation of spoken contributions / oral presentations
- a portfolio of evidence which includes notes and drafts written to support a presentation, such as other visual / recorded information and / or field trip reports
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as how visual text reflects an author's culture and stance

| | |
|---|--|
| Unit Code | VU22619 |
| Unit Title | Analyse and participate in complex conversations |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to participate effectively in a range of sustained casual conversations and formal exchanges.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of Indicators of Competence in Oral Communication at Level 4 <p>and</p> <ul style="list-style-type: none"> the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their speaking and listening skills in English in a wide range of informal and formal situations, which can apply to a range of contexts, such as social and community life, everyday commerce and recreation, workplaces, and vocational or study-related fields.</p> <p>Contexts may include fields in which specialised or technical language is used, such as the health and engineering professions.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Critically analyse casual exchanges in English | <p>1.1 Identify a variety of <i>verbal expressions and other conversational strategies</i> to initiate and manage conversations</p> <p>1.2 Identify the <i>tone</i> used by the speaker(s)</p> <p>1.3 Determine the <i>relationship between the speakers</i></p> <p>1.4 Identify the topics, <i>specific details</i> and explicit and inferred meaning</p> <p>1.5 Explain relevant colloquial and idiomatic expressions</p> |

- | | |
|--|--|
| 2 Participate in sustained casual conversations on a range of topics | 2.1 Initiate and manage casual conversation 2.2 Express and elaborate viewpoints on a range of topics 2.3 Give detailed responses and elicit responses from others 2.4 Use a variety of strategies to keep the conversation going 2.5 Close the conversation successfully |
| 3 Critically analyse formal exchanges in English | 3.1 Identify a range of contexts and purposes for formal exchanges 3.2 Examine register and tone used in formal exchanges 3.3 List a range of interactional strategies to participate 3.4 Identify relevant implicit meanings, irony, nuance and idioms as appropriate |
| 4 Participate in formal conversations in English | 4.1 Initiate formal conversation to achieve a particular purpose, specifying reasons 4.2 Respond appropriately to questions as they arise 4.3 Use a variety of strategies to keep the conversation going 4.4 Use verbal expressions and other conversational strategies appropriate to the context 4.5 Close the conversation successfully |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a wide range of topics related to social, community, recreational, vocational, or study purposes
- a wide range of common collocations
- simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, including active and passive
- most modal forms
- reported speech, questions and instructions using a range of verb forms
- a wide range of phrasal verbs
 - *think through, think over, put off, put through*
- a wide range of adjectives, adverbs, adverbial phrases and prepositional phrases
- a wide range of discourse markers, such as
 - *therefore, thus, accordingly, subsequently, consequently*
- a wide range of conjunctions (subordinating and coordinating)
- uses intelligible pronunciation

Required Sociolinguistic and Cultural Knowledge and Skills:

- use tone, intonation and stress to influence meaning in spoken language
- a wide range of registers, styles and conventions in spoken discourse
- a wide range of common idioms and colloquial expressions
- an awareness of English varieties
- recognition of a range of cues for inferred meaning, such as logical, contextual and paralinguistic (pause, stress, use of silence, facial expression)
- distinguishes fact and opinion, irony, understatement, exaggeration in spoken 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.

Verbal expressions and other conversational strategies

may include:

- questions / expressions used to clarify misunderstandings and ambiguous points
- expressions / words used to interrupt
- expressions used to invite speaker to continue
- type of response required, such as
 - *Tell me about your education* (requires longer response)
- expressions used to signal shifts, such as
 - *I just wanted to finish by saying...*
- expressions used to close a conversation, such as
 - *Well. I'd better be going...Let's talk about this tomorrow*
- colloquial and idiomatic expressions containing local reference
- paralinguistic features, such as body language cues
 - gesture
 - facial expressions
 - posture
 - eye contact
- prosodic features, such as
 - emphasis / stress
 - intonation / pitch
 - use of pausing / length of utterance

Tone may include:

- mood and emotional attitude and purpose, such as
 - aggressive, annoyed, excited, encouraging, in a hurry, wanting to reprimand a person for making a mistake
- understatement / exaggeration
- irony
- nuance
- effect of such expressions, for example
 - *I've been here for hours* (You're late)
 - *It's not exactly the tropics, is it?* (It's cold)

Relationship between the speakers

may include:

- close / personal / casual or formal / distant
- register used, such as choice of words and phrases
- relative status as indicated by verbal clues / expressions
- paralinguistic cues used

Specific details may include:

- distinguish fact from opinion including bias
- key points and supporting information
- distinguish generalisations from specific information

Initiate and manage may include:

- open discussion
- lead discussion
- introduce / change topics
- encourage others to participate
- use strategies to keep to topic
- invite opinion, request clarification
- use of strategies to assist intelligibility and pronunciation

Range of topics may include:

- personal issues, such as loneliness
- social issues relating to family, such as marriage, health
- social conversations which cover topics, such as social events and interests
- public and community issues, such as the environment, housing, education, welfare, water conservation
- difficult topics, such as death and illness, embarrassing or conflict situations
- comparison of cultural expectations and practices
- study issues
- work related, such as workplace health and safety
- related to a professional field which uses highly specialised language

Elicit responses may include:

- using expressions / questions, such as
 - *Tell me about... / What about you?*
- using
 - body language cues
 - pitch, intonation and stress

Strategies to keep the conversation going may include:

- clarifying misunderstandings and ambiguous points
- accommodation via repetition and restatement, modifying pitch, intonation, stress and pronunciation
- interrupting, such as *Hang on / Wait a minute*
- phrases to preface remarks in order to keep the floor
- inviting others in, such as *What about you, George?*
- using common phrases to manage conversation, such as
 - *That's a difficult question to answer* (to gain time and keep the turn)
- using expressions to negotiate problematic exchanges, such as *I appreciate your views on this*
- conversation fillers

Close the conversation may include:

- using informal expressions, such as *I'd better go*
- using more formal expressions, such as *Well, thank you for your time / your attention*

Contexts and purposes for formal exchanges may include:

- workplace
 - work schedules
 - leave entitlements
 - workplace health and safety
 - union matters
 - interview for promotion or new position
- professional contexts
 - client interview
 - formal exchange with a colleague
- further study
 - request to re-sit or resubmit work
 - application for special consideration
- social or personal context
 - medical / legal appointment
 - police report
 - complaint to council
 - parent – teacher interview at school

Range of interactional strategies to participate may include:

- expressions to open and close conversations, such as conditionals, use of continuous form
 - *Would you mind if I ask you something?*
 - *I would like to / Can I make an appointment / a time to see you?*
 - *I'm sorry to bother you*
 - *I was wondering if...*
 - *Thanks for your time*
- expressions to enter and leave conversations
 - *Can I say something?*
 - *Listen, I don't agree...*
- using questions and invitations to join conversations
 - *What do you think?*
 - *How about you?*
- paralinguistic cues, such as body language, facial expressions, eye contact
- initiating and responding to topic shifts and points of clarification
- providing verbal and non-verbal feedback
- turn-taking
- asking questions of clarification when necessary
- accommodation via repetition and restatement modifying pitch, intonation, stress and pronunciation

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - critically analyse and respond in sustained interactions detecting meanings using knowledge of a range of features of spoken text
 - participate effectively in informal and formal discussions making detailed contributions on a topic using a range of conversational strategies
 - select and adapt conversation strategies according to appropriate context, purpose and audience

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of EAL resources including
 - bilingual resources and other resources for support,
 - a bilingual dictionary, and/or an English-English dictionary
- conversation participants

Assessment practices should consider the learner's need for contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of face-to-face or telephone performance
- questioning to confirm linguistic, socio-linguistic and cultural knowledge used to analyse and participate in complex conversations

| | |
|---|---|
| Unit Code | VU22620 |
| Unit Title | Give and respond to a wide range of oral presentations and instructions |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to interpret extended spoken texts, give extended presentations, and give and respond to multi-step instructions and complex procedures.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of indicators of Competence in Oral Communication at Level 4 and • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their speaking and listening skills in English in a wide range of informal and formal situations. The situations in which these skills are applied are varied, and can be related to contexts including social and community life, everyday commerce and recreation, workplaces, and vocational or study-related fields.</p> <p>Contexts may include fields in which specialised or technical language is used, such as in the health and engineering professions.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Demonstrate critical understanding of extended oral presentations or reports | <p>1.1 Identify the context, purpose and topic of the <i>oral presentation or report</i></p> <p>1.2 Identify the <i>register and style</i> of the presentation</p> <p>1.3 Outline themes or issues presented</p> <p>1.4 Identify key facts, supporting details and opinions or attitudes expressed</p> |

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|---|---|---|
| | 1.5 | Express an opinion on the topic or issues raised |
| 2 | Give an extended oral presentation | <p>2.1 Select topic for an oral presentation, identifying audience and purpose</p> <p>2.2 Use planning and drafting processes</p> <p>2.3 Use appropriate register and style for the audience and context</p> <p>2.4 Provide an introduction, coherent thematic development and conclusion, using discourse markers</p> <p>2.5 Provide detail which demonstrates familiarity with the topic</p> <p>2.6 Communicate effectively using a range of visual or other aids and appropriate paralinguistic cues</p> |
| 3 | Respond to multi-step instructions for a complex process or procedure | <p>3.1 Identify the purpose of instructions for a complex process or procedure</p> <p>3.2 Name the key elements of the instructions</p> <p>3.3 Identify the sequence of steps, highlighting the key issues, responsibilities or considerations</p> <p>3.4 Determine the importance of the steps, warnings and advice given by the speaker</p> |
| 4 | Give multi-step instructions for a complex process or procedure | <p>4.1 Identify the key features of clear and comprehensible instructions for a complex process or procedure</p> <p>4.2 Use planning and drafting processes</p> <p>4.3 Explain and elaborate on the purpose of the instructions</p> <p>4.4 Communicate detailed instructions for a process or procedure</p> <p>4.5 Convey the sequence of steps, highlighting the key issues, responsibilities or considerations</p> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a wide range of topics related to social, community, recreational, vocational or study interests
- a wide range of common collocations, such as
 - *make progress, be interested in*
- simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, including active and passive
- most modal forms
- reported speech, questions and instructions using a range of verb forms
- a wide range of phrasal verbs
- a wide range of adjectives, adverbs, adverbial phrases and prepositional phrases to describe and convey information and expand on ideas
- a wide range of discourse markers, such as
 - *therefore, thus, accordingly, subsequently, consequently*
- a wide range of conjunctions (subordinating and coordinating)
- intelligible pronunciation

Required Sociolinguistic and Cultural Knowledge and Skills:

- use of tone, intonation and stress to influence meaning in spoken language
- a wide range of registers, styles and conventions used in spoken discourse
- a wide range of common idioms and colloquial expressions
- an awareness of English varieties
- a range of verbal and paralinguistic strategies
- recognition of a range of cues for inferred meaning, such as logical, contextual and paralinguistic (pause, stress, use of silence, facial expression)
- ability to distinguish fact and opinion, irony, understatement, exaggeration in spoken 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.

Oral presentation or report
may include:

- radio / TV programs, such as current affairs interview, discussion
- report about a community issue, interview
- talk at local community centre, or school
- eulogy, farewell speech, wedding speech
- TV / video / DVD documentaries on a range of topics

Register and style may include:

- formal, informal register
- serious, conversational, anecdotal, humorous argumentative

Audience and purpose may include:

- intended viewers / intended listeners, such as classmates
- audience at a social or community event

Discourse markers may include:

- *well, first of all, for instance, then, after all that, in the end*
- *by this means, therefore, thus*
- *subsequently, as a result*

Visual and other aids may include:

- photos
- charts, diagrams
- films
- PowerPoint presentation
- printed material

Paralinguistic cues may include:

- body language
- gestures
- facial expressions
- eye contact

Complex process or procedure may include:

- household instructions, such as a complex recipe
- a new or unfamiliar activity
- recording messages for mobile phones, home phones
- a technical presentation on how to use computer programs or functions
- health and safety procedures for a community organisation
- instructions given on radio

Issues, responsibilities or considerations may include:

- warnings and advice
- consequences for failure to follow instructions correctly

Features of clear and comprehensible instructions may include:

- plain English
- use of diagrams
- sequence of steps clearly indicated by discourse markers
- effective use of intonation, pace and voice level
- effective use of body 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - give and respond to extended oral presentations
 - respond to and give complex verbal instructions

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of print and/or online EAL resources including:
 - relevant extended oral presentations or reports and complex instructions
 - a bilingual dictionary, and/or an English-English dictionary
- participants for group interaction

Assessment practices should consider the learner's need for contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observations of face-to-face or filmed performance
- portfolio documenting evidence of planning and preparation and note-taking
- questioning to confirm linguistic, socio-linguistic and cultural knowledge used to give and respond to a wide range of oral presentations and instructions

| | |
|---|---|
| Unit Code | VU22621 |
| Unit Title | Read and write complex communications and transactional texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write a range of complex or extended written communications and transactional texts, which may be in printed and/or digital format.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills in a wide range of informal and formal situations. The contexts in which these skills are applied are varied and are related to social, community, recreational, or vocational needs. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Critically read complex communications | <p>1.1 Identify a range of contexts and occasions for <i>communications</i></p> <p>1.2 Examine <i>conventions, layout and formatting</i> for communication</p> <p>1.3 Determine the audience, the attitude / intent of the writer and the purpose of the communication</p> <p>1.4 Summarise the <i>main ideas and specific details</i></p> <p>1.5 Give an opinion on the <i>effectiveness of the text</i></p> |

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| 2 Write complex communications | 2.1 Determine the purpose of the communication to be written and select supporting resources 2.2 Use the conventions appropriate to the communication 2.3 Select and use appropriate language and format 2.4 Express complex ideas using connected prose 2.5 Review and correct final draft |
| 3 Critically read a range of complex or extended transactional texts | 3.1 Identify the purpose , genre and intended audience of a range of complex or extended transactional texts 3.2 Examine the style and organisational features of the text 3.3 Outline the key facts, supporting details, opinions and attitudes and inferred meaning 3.4 Formulate a response to the text |
| 4 Write a complex or extended transactional text | 4.1 Determine the audience, purpose and register required in the text 4.2 Select and sequence main ideas and supporting details using appropriate connectives and discourse markers in a series of coherently linked paragraphs 4.3 Express complex ideas and give detailed explanations 4.4 Use format and layout appropriate to audience and intended outcome 4.5 Review and correct final draft |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a wide range of topics related to social, community, recreational, vocational or study needs
- understanding of a wide range of collocations, such as *make progress*, *be interested in*
- a wide range of texts containing simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, including active and passive
- reported speech (questions / instructions) with a range of reporting verbs (such as *admit*, *confirm*, *mention*) and verb forms
- most modals and modal forms
- definite and indefinite article
- a wide range of phrasal verbs
- a wide range of adjectives, adverbs, and adverbial phrases
- a wide range of conjunctions (subordinating and coordinating), including relative pronouns
- a wide range of discourse markers to sequence and structure text, such as *with reference to*, *in conclusion*
- a wide range of adverbial phrases, prepositions and prepositional phrases
- prose texts containing coherently linked paragraphs and communicating complex relationships between ideas

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of registers and styles appropriate for communication and transactional texts
- recognition of a range of cues for inferred meaning, such as logical, contextual
- ways of detecting the writer's tone, intention and attitude
- a range of common idiomatic and colloquial expressions
- distinguish fact and opinion, irony, understatement, exaggeration in texts
- formality requirements for extended communication and transactional texts in electronic and print forms for a wide variety of social, community, recreational, vocational or study needs

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.

Communications may include:

- formal communications
 - medical reports
 - information letters from schools or educational institutions
 - job applications (resume and cover letter)
 - workplace communications / council notices of works
- extended and complex electronic presentations incorporating visual information
- digital communication, such as email or social media
 - reporting on completed project
 - No Reply emails from a variety of sources
- informal communications not requiring a reply:
 - to family and friends
 - to others involved in an informal arrangement
- documentaries
- newsletters, newspaper and journal articles

Conventions, layout and formatting may include:

- formal letters
 - position of text on page, for example signature, address line
 - forms of address appropriate to purpose, for example *To whom it may concern*, *Dear*,
 - subject title of formal letter
 - body of the letter: statement of purpose, details, request, confirm, inform or clarify action
 - closings, for example *yours faithfully*
 - language which follows the conventions of politeness and formality
- digital communication which may require using formatted styles:
 - distinguishing between recipients, cc, bcc, copy all, forward
 - subject line
 - body of the email: background, details, request, confirm, inform or clarify action required
 - attachments of supporting information
 - signature including title and position
- informal communications / message:
 - greetings
 - ‘setting the scene’, stating the issue, problem, reason for communication, desired outcome
 - key message or request, invitation or suggestion
 - supporting detail as appropriate
 - register appropriate to the relationship including language which may require some nuancing

Main ideas and specific details may include:

- contentions or opinions
- requirements or advice
- supporting details
- any inferred meanings

Effectiveness of the text may include:

- how effectively the main ideas were supported by the detail
- whether the message was clearly conveyed
- whether the language of the text was appropriate for audience and purpose
- how persuasive the text was
- credibility – such as source/s, references, objectivity / bias of writer

Supporting resources may include:

- model texts
- dictionary and grammar references
- peer or tutor

Connected prose may include:

- a series of connected paragraphs
- use of discourse markers, conjunctions and connectives

Review may include:

- accessing support from teacher or others to check that the text
 - clearly conveys the main ideas and supporting detail
 - uses language appropriate for the audience
 - uses language, format and content appropriate to the purpose
- checking EAL resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation

Purpose may include:

- getting something done
 - persuading others to a course of action by providing detailed argument, facts
 - sharing knowledge or information
 - providing an explanation
 - contributing to a discussion, providing a point of view
- pursuing an interest and seeking to engage others in that interest

Complex or extended transactional texts may include:

- response to a policy change, such as
 - official / government proposals
 - school policies
 - local government position papers
- to and from government bodies, Members of Parliament
- letters from legal firms
- letters of complaint
- response to draft reports written by other learners requesting review and comment
- blogs
- digital communication, such as email or social media
- range of paper-based or online forms including complex extended application forms and workplace forms, which may include closed questioning, requirements to write prose texts of explanations, and include supporting documentation

Style may include:

- formality, such as
 - nominalisation, text written in the third person or first person, or passive
 - use of discourse markers which are formal compared to conversational, for example *therefore*
 - use of modals, for example *might* and *should* rather than *can* and *will*
 - register appropriate to formal text
 - impersonal tone, no emotive language
- use of discourse markers and conjunctions to maintain linkages through lengthy and complex text
- correct spelling and punctuation, capitalisation, dates and numbers and their abbreviations

Organisational features may include:

- sequenced such as chronological order of events, or sequence of a process
- logical progression such as statement, opinion, evidence and summing up
- headings, bullet points

Format and layout may include:

- title, table of contents
- use of headings and sub-headings
- attachments including visual supporting material
- glossary

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - read and evaluate information from a range of complex or extended communications
 - write a range of complex or extended communications which convey a clear message to the reader
 - read and evaluate information from a range of complex or extended transactional texts
 - write complex or extended transactional texts comprising several coherently-linked paragraphs, which use register, style and language appropriate to audience and intended outcome
 - review and amend written text

Context of and specific resources for assessment

Assessment must ensure access to:

- relevant complex or extended transactional texts
- written texts in contexts which provide textual support in relation to unfamiliar jargon and culture
- a range of EAL resources including:
 - bilingual resources and/or other digital or paper based resources for support such as texts as models
 - a bilingual dictionary, and/or an English-English dictionary

Assessment practices must consider the learner's need to initiate support from a range of established resources such as:

- contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations
- assistance in reviewing texts prior to the final draft

Assessment takes into consideration:

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- review of portfolios showing development of drafts
- analysis of responses to reading activities
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to read and write complex or extended texts

Unit Code**VU22622****Unit Title****Read and write complex instructions and advisory texts****Unit Descriptor**

This unit describes the skills and knowledge required by EAL learners to analyse and write complex instructional and advisory texts.

The outcomes described in this unit relate to:

- The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4 and
- the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to learners wishing to develop their English language reading and writing skills to satisfy social, community, recreational, or vocational needs in a range of contexts.

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 complex instructions to complete a task

- 1.1 Identify the ***context and purpose*** of a set of ***complex instructions***
- 1.2 Identify the ***conventions and organisational features of complex instructions***
- 1.3 Use organisational features of text to locate specific information related to the completion of the task
- 1.4 Analyse and comment on the effectiveness of the instructions

- 2 Write a series of complex instructions

- 2.1 Plan a set of complex instructions for a specific purpose
- 2.2 ***Research information*** relevant to the instructions

- 2.3 Write instructions following conventions and organisational features relevant to instructions
 - 2.4 **Review** the instructions and amend final draft
- 3 Analyse a range of complex advisory texts
 - 3.1 Identify the context, topic and **purpose** of a range of **complex advisory texts**
 - 3.2 Analyse the **structure and discourse features** of the texts
 - 3.3 Identify **conventions of advisory texts**
 - 3.4 Use organisational features of text to locate and select information for a specific purpose
 - 3.5 Reflect on the **effectiveness** of the text
- 4 Produce a complex advisory text
 - 4.1 Plan advisory text for a specific purpose
 - 4.2 Research information relevant to the purpose
 - 4.3 **Sort and collate information** and draft text using layout and formatting appropriate to a complex advisory text
 - 4.4 Review the advisory text

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a wide range of topics related to personal, social, community, recreational, vocational or study needs
- understanding of a wide range of collocations
- a wide range of instructional and advisory texts containing simple, compound and complex sentences
- a wide range of verb tenses and verb forms, including active and passive
- reported speech (questions / instructions) with a range of reporting verbs (such as *admit*, *confirm*, *mention*) and verb forms
- most modals and modal forms
- definite and indefinite article
- a wide range of phrasal verbs
- a wide range of adjectives, adverbs, and adverbial phrases
- a wide range of conjunctions (subordinating and coordinating), including relative pronouns
- a wide range of discourse markers to sequence and structure text, such as numbered instructions, first, second, first
- a wide range of adverbial phrases, prepositions and prepositional phrases
- prose texts containing coherently linked paragraphs and communicating complex relationships between ideas

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of registers and styles
- recognition of a range of cues for inferred meaning, such as logical, contextual
- ways of detecting the writer's purpose and attitudes
- a range of common idiomatic and colloquial expressions
- distinguish fact and opinion, irony, understatement, exaggeration in texts
- formality requirements for complex instructions and advisory texts in electronic and print forms for a wide variety of social, community, recreational, vocational or study needs

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:

- the status of the person/s giving the instructions, such as community leader, employer, principal
- location in which instructions may be given such as community venue, classroom, office, medical reception
- situation in which instructions may be required
 - to apply for access to government service
 - to complete a complex pre-med form or to provide a specimen
- applicability and/or eligibility of those to whom instructions are given
- advice / warning / request for action / how to use something

Complex instructions may include:

- instructions
 - to access, analyse, and act on information located on a number of different but related websites, for example transfer a specific amount of money in a foreign currency to an overseas account using a Foreign Exchange service
 - which may contain visual diagrams and require interpretation for example, to assemble furniture, repair an appliance
 - for an assessment task or learning activity which involves a number of steps and pieces of information, and interpretation of discourse markers
 - for a project or activity which may involve a number of participants with different roles, activities and requirements which need to be managed
 - about use of community facilities, which require interpretation to establish eligibility and responsibilities
 - to complete complex applications for a range of council services, government services, clubs and organisations which involve a number of sub-tasks and collating attachments
- details of school activities and requirements which require parental approval
- notice with evacuation procedures and diagrams
- First Aid or emergency information

Conventions and organisational features of complex instructions may include:

- table of contents / dot points / numbered instructions to indicate order of sequenced steps in a process
- use of sequence markers and other linguistic cues to indicate sequencing such as *first, next, last*
- large print, capital letters, headings
- inclusion of visually complex texts, such as graphs / flowcharts / calendars / maps / tables / charts / diagrams
- verb tenses such as imperatives and conditionals

Research information may include:

- identifying content / factors that need to be included
- analysing risks if instructions are not written / followed correctly
- formulating questions, statements and categories to elicit information from others as required in a survey or questionnaire

Review may include:

- accessing support from teacher or others to check that text/s
 - clearly convey the main ideas and supporting detail
 - use language appropriate for the audience
 - use language, format and content appropriate to the purpose
 - are complete and unambiguous
- checking EAL resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation, grammar and clarity

Purpose may include:

- sharing knowledge or information
- providing an explanation
- contributing to a discussion of an issue, providing a point of view
- gathering information to support discussion of a community issue

Complex advisory texts may include:

- information about a community service
 - green waste collection process with maps and calendars
 - local changes due to major infrastructure projects or events
- networking such as calendars and maps of future meeting / contact details / minutes of meetings
- surveys to gather views on important community issues
 - statistics to support a rail underpass to reduce rail crossing deaths
 - demographic evidence of a need for a new childcare service
 - asking others' views on new proposal

Structure and discourse features may include:

- logical structure, such as general to more specific, specific examples to general points
- a series of coherently linked paragraphs with discourse markers and conjunctions used to maintain linkages through lengthy and complex text
- paragraphs with topic sentences and supporting information linked cohesively
- formatted, visual material integrated into the text
- formal style, such as impersonal tone, no emotive language
- correct spelling and punctuation, capitalisation, dates and numbers and their abbreviations

Conventions of advisory texts may include:

- formatting / layout of brochures / signs / posters / notices
- use of captions, images and diagrams
- headings with title of the document, author's name or organisation, other identifying information, for example commonly used symbols
- introduction with a purpose statement
- use of capitals
- diagrams, symbols, tables, numbered or bullet pointed lists
- active or passive verb tenses
- inclusion of visual, diagrammatic material
- use of captions, images and diagrams
- links on internet pages
- navigation menus on websites

Effectiveness may include:

- commenting on the content
 - extent to which the text conveyed the information that was required
 - effectiveness of supporting information in establishing a case
 - accuracy of information
- commenting on the writing style, such as clarity, structure, expression

Sort and collate information may include:

- categorising information from most relevant to least relevant
- organising information into a logical sequence
- using the processes of calculation, creating percentages and collation to analyse feedback on a survey
- summarising findings

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - analyse, evaluate and write a series of complex instructions for a task
 - analyse and evaluate a range of complex advisory texts
 - produce a complex advisory text comprising several coherently-linked paragraphs, which use register, style and language appropriate to audience and intended outcome
 - review and amend final drafts of written texts

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including:
 - relevant complex instructions and advisory texts
 - a bilingual dictionary, and/or an English-English dictionary

Assessment practices consider the learner's need to initiate support from a range of established resources such as:

- contextual support, for example in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations
- assistance in reviewing texts prior to the final draft

Assessment takes into consideration:

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- review of portfolios of evidence combined with direct questioning
- review of draft documents
- analysis of responses to reading activities
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to read and write extended creative texts.

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| Unit Code | VU22623 |
| Unit Title | Read and write complex creative texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write complex creative texts in English.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills to read and write complex creative texts. The contexts in which these skills are applied are varied and are related to community, further study, or vocational contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Critically read a complex creative written text | <p>1.1 Assess the <i>writer's intention</i> and <i>key theme(s) or issues</i> of the <i>complex creative text</i></p> <p>1.2 Identify the <i>conventions and literary devices</i> used in the text</p> <p>1.3 Outline the key themes or issues, and some details, opinions, or attitudes expressed</p> <p>1.4 Give a detailed response to an analysis of a <i>specific aspect of the text</i></p> <p>2.1 Determine the <i>purpose for the imaginative or reflective writing</i></p> |

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| 2 Write detailed imaginative or reflective texts | 2.2 Develop a plan for an imaginative or reflective piece for a specific purpose |
| | 2.3 Select content and language for inclusion |
| | 2.4 Sequence text with a range of connectives and discourse markers |
| | 2.5 Express ideas, opinions, feelings on the chosen topic in complex writing |
| | 2.6 Review draft and make revisions |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a wide range of topics, including literary language, such as metaphors and similes
- understanding of a wide range of collocations, such as
 - *be interested in, pay attention to, big mistake*
- a range of creative texts for personal, social or community purposes which contain simple, compound and complex sentences, coherently linked paragraphs and which communicate complex relationships between ideas
- a wide range of verb tenses and verb forms, including active and passive
- reported speech / dialogue with a range of verbs and verb forms
- most modals and modal forms
- definite and indefinite articles
- a wide range of phrasal verbs
- a wide range of adjectives, adverbs, and adverbial phrases
- a wide range of conjunctions (subordinating and coordinating), including relative pronouns
- a wide range of discourse markers to sequence and structure text, and link paragraphs, for example to express addition, cause and effect, contrast (such as with *however*), sequence and time
- a wide range of adverbial phrases, prepositions and prepositional phrases
- prose styles, linguistic features and structures used in fictional accounts and personal reflective texts, comprising a number of coherently linked paragraphs or shorter texts which are complex in composition or structure or linguistically challenging

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of common idiomatic and colloquial expressions
- a wide range of registers and styles
- recognition of a range of cues for inferred meaning, such as logical, contextual
- ways of identifying the writer's tone and intention
- distinguish fact and opinion, irony, understatement, exaggeration in 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.

- Writer's intention*** may include:
- to entertain, amuse, inform
 - to convince or persuade, such as a recount which illustrates or provides evidence for a point of view
 - to inform immediate or familiar audience, such as an autobiography written for own children

Key theme(s) or issues may include:

- life, such as search for meaningful existence
- society, such as war, civilisation
- human nature, such as loyalty, betrayal of trust
- identity and belonging

Complex creative text may include:

- digital or print
- short story / novel
- film / book review
- poetry
- non-fiction accounts, such as personal recounts, biographies and autobiographies, reflective journals and diaries, learning logs

Complex texts include

- considerations of linguistic complexity as described in the Linguistic Knowledge and Skills section of this unit
- considerations of length
 - extended texts which are detailed and include a number of coherently linked paragraphs
 - shorter texts, such as short stories, poems, dialogues which are complex in composition or structure, or challenging linguistically

Conventions and literary devices may include:

- prose text
- narrator's voice, such as use of first person, third person
- narrative style and structure, such as chronological, forward or backward time shifts
- use of symbolism, allegory, and imagery
- use of language, including dialogue, sentence structure and word choices

Specific aspect of the text may include:

- exploration of aspects of
 - theme
 - plot
 - setting
 - character

Purpose for the imaginative or reflective writing may include:

- personal self-expression
- inclusion in an anthology of writing
- exploration of a particular theme or issue, such as impact of migration, experience of living in two cultures

Review draft may include:

- accessing support from teacher or others to check that the text
 - clearly conveys the main ideas and supporting detail
 - uses language appropriate for the audience
- checking EAL resources and dictionaries to review language items
- using word processing tools to check correct spelling, punctuation and capitalisation
- reading aloud to improve punctuation and rhythm of writing
- reviewing for clarity of voice and expression

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - select and analyse information from complex creative texts
 - analyse the conventions and language of complex creative texts
 - construct complex prose comprising several coherently-linked paragraphs, which use register, style and language appropriate to audience and intended outcome
 - review and correct written drafts

Context of and specific resources for assessment

Assessment must ensure access to:

- written texts in contexts which provide textual support in relation to unfamiliar jargon and culture
- a bilingual dictionary, and/or an English-English dictionary

Assessment practices consider the learner's need to initiate support from a range of established resources such as:

- contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations
- assistance in reviewing texts prior to the final draft

Assessment takes into consideration:

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- review of portfolios of evidence combined with direct questioning
- review of written documents and provision of feedback
- analysis of responses to reading activities and responses and reviews of published texts by third parties
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to read and write complex creative texts

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|---|---|
| Unit Code | VU22624 |
| Unit Title | Research features of Australian Government |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to research features of Australian government and write an opinion piece on a current issue related to government.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+, and Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills to broaden their knowledge of Australian government.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 | <p>1.1 Discuss the <i>features of a parliamentary democracy</i></p> <p>1.2 Identify the levels of government in Australia</p> <p>1.3 Describe the role of each level of government</p> <p>1.4 Identify the <i>key players</i> in federal, state and local government</p> <p>2.1 Outline the <i>key steps taken in the election process</i></p> |

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| 2 Research the election process in Australia | 2.2 Describe the main features of the Australian voting system 2.3 Locate and analyse a range of information in election material 2.4 Outline the requirements to participate in an election in Australia 2.5 Discuss and compare the advantages and disadvantages of participating in the electoral system |
| 3 Research an issue of interest related to Australian government | 3.1 Scan a range of texts and identify current issues related to government 3.2 Select an issue for further research 3.3 Note terminology and language used when the issue is discussed 3.4 Describe the main facts of the current issue 3.5 Locate and analyse supporting information or examples 3.6 Assess the effectiveness of the supporting information |
| 4 Write an opinion piece | 4.1 Write an opinion piece on selected issue of interest related to Australian government 4.2 Locate, record and synthesise complex information and ideas from required sources to meet purpose 4.3 Select and order information, using appropriate layout 4.4 Use appropriate terminology and language 4.5 Proofread and correct final draft |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- use of a range of specialised vocabulary relevant to Australian system of government
- use of a wide range of simple, compound and complex sentences with a range of subordinate clauses
- use of a wide range of verb tenses
- use of most modal forms
- use of a wide range of discourse markers such as
 - *accordingly, subsequently, consequently*
- use of a wide range of conversational / discourse linkers and conjunctions in discussions
- linguistic features of informative texts and texts expressing an opinion including:
 - text pattern and structure, such as introduction - body - conclusion / opinion
 - logical sequencing of events, identification of an issue followed by points of view and supporting material, followed by summary and opinion
 - conventions of paragraph writing, such as use of topic sentences
- use of a range of strategies to compare and synthesise ideas and information from several texts

Required Sociolinguistic and Cultural Knowledge:

- some knowledge of aspects of the national political culture including colloquial language and irony as it relates to spoken and written texts relevant to government
- detection of attitude, mood, intentions and inferred meaning by using a range of cues, including syntactic, semantic, logical, contextual
- different sources will present different perspectives, and recognises how text, language and structure influence the reader to adopt particular views and positions

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.

Features of Australian parliamentary democracy may include:

- constitutional monarchy
- elected parliament
- head of government responsible to parliament

Key players may include:

- Governor General
- Prime Minister / state Premiers
- Members of Parliament
- Mayor and local government councillors

Key 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, including websites of members of parliament
- pre-election brochures
- newspaper articles
- television / radio reports
- how to vote cards
- ballot papers
- material with symbols used to identify different levels of government, government departments and authorities, and political parties and interest groups

Requirements to participate may include:

- age requirements
- citizenship requirements
- electoral enrolment

Texts may include:

- printed, digital and visual such as
 - newspaper articles
 - opinion pieces
 - letters to the editor
 - editorials
 - cartoons

Current issues related to government may include:

- behaviour of politicians
- entitlements of politicians
- government actions related to energy
- royal commissions
- immigration / border control
- Should Australia become a republic?
- compulsory vs voluntary voting
- Does Australia have too many levels of government?

Main facts may include:

- key players
- area, place, groups affected
- reasons for the issue

Supporting information or examples may include:

- statistics
- reasons
- quotes
- case studies

Assessing the effectiveness of the supporting information may include:

- determining whether the information is clear
- determining whether the supporting details are fair and reasonable
- evaluating whether the information is valid and accurate

Purpose may include:

- presenting information or data collected as part of a study report
- analysing information for a presentation

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - locate and interpret information on system of Australian government and election processes
 - investigate and write an opinion piece comprising several coherently linked paragraphs which use register, style and language appropriate to audience and intended outcome about an issue of interest related to Australian government

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources, such as
 - a bilingual dictionary, and/or an English-English dictionary
- a range of printed, digital and visual resources related to Australian government
- access to people in the community, guest speakers, local information as appropriate

Assessment practices should consider the learner's need to initiate support from a range of established resources including:

- contextual support, such as in relation to unfamiliar jargon, some aspects of the political culture, and cultural influences
- assistance in reviewing texts prior to the final draft

Assessment also needs to take into consideration:

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of specific content
- a portfolio of evidence which includes written material, including notes taken from readings, and drafts of an opinion piece
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as how language devices such as irony are used to present different perspectives

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| Unit Code | VU22625 |
| Unit Title | Research the history of Aboriginal and/or Torres Strait Islander people in Australia |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to investigate and become familiar with aspects of the social and political history of Aboriginal and/or Torres Strait Islander people from pre-history to the present day.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of Indicators of Competence in Oral Communication and Reading at Level 4 and • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, and Reading,. They contribute directly to the achievement of ISLPR Speaking 3 / 3+, Listening 3 / 3+ and Reading 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills to support personal or educational opportunities.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 | <p>1.1 Describe the <i>physical and environmental features</i> of Australia</p> <p>1.2 Outline the <i>lifestyle of Aboriginal and/or Torres Strait Islander people</i> before European settlement</p> <p>1.3 Discuss the key features of Aboriginal and/or Torres Strait Islander art and culture</p> <p>1.4 Identify the terminology used to describe Aboriginal and/or Torres Strait Islander history and culture</p> |

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| 2 Describe the relationship between European settlers and Aboriginal and/or Torres Strait Islander people in the 18th and 19th centuries | 2.1 Research the key causes of conflict between European settlers and Aboriginal and/or Torres Strait Islander people 2.2 Outline the impact of settlement on Aboriginal and/or Torres Strait Islander people |
| 3 Describe the key features of recent Aboriginal and/or Torres Strait Islander history | 3.1 Identify key events in recent Aboriginal and/or Torres Strait Islander history 3.2 Describe the impact on Aboriginal and/or Torres Strait Islander people of recent developments |
| 4 Research and present information about an Aboriginal and/or Torres Strait Islander issue or identity | 4.1 Select an issue or identity to research 4.2 Investigate the impact of the issue or identity 4.3 Give an extended oral presentation about a specific issue or identity and its/their impact 4.4 Use a range of spoken discourse strategies to communicate ideas effectively 4.5 Review own performance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary to describe Indigenous history and culture in Australia
- a wide range of simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and grammatical structures
- most modal forms
- a wide range of discourse markers, such as
 - *accordingly, subsequently, consequently*
- a wide range of conjunctions, such as
 - conjunctions of time, for example *after, until*
 - cause and effect, for example *because, so*
 - contrast, for example *although, while*
 - condition, for example *if, unless*
- pitch, intonation and stress

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of registers and style used in spoken presentations and formal interactions
- some knowledge of aspects of the local ***Aboriginal and/or Torres Strait Islander*** culture including colloquial language as it relates to spoken and written texts
- an awareness of English varieties
- non-verbal strategies and paralinguistic features of speech (pitch, intonation and stress), such as to emphasise critical information, relative importance of information, convey feelings and attitudes and to signal intent
- recognition of a range of cues for inferred meaning, such as logical, contextual and paralinguistic (pause, stress, use of silence, facial expression)
- distinguish fact and opinion, irony, understatement, exaggeration in spoken and written texts
- a range of verbal and non-verbal strategies and conventions in spoken texts, such as to emphasise a point

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

Lifestyle of Aboriginal and/or Torres Strait Islander people may include:

- location
 - coastal
 - inland
- kinship groups
- language groups
- traditions, such as story telling
- environmental management
- mobility
 - nomadic

Causes of conflict may include:

- attitude to the land - land as mother / 'terra nullius'
- colonialism / imperialism
- religious and cultural differences
- access to resources, such as waterholes, sources of food

Impact of settlement may include:

- genocide through war, disease
- language loss
- loss of food sources
- cultural loss
- intergenerational trauma and loss

Key events may include:

- Forcible removal of children / Stolen generations
- 1966 Wave Hill walk off
- 1967 Freedom Ride (NSW)
- 1967 Constitutional Amendment Referendum
- 1975 Land Rights symbolic hand back
- Tent Embassy
- 1992 Mabo Case / Native Title
- 2008 Sorry Speech

Issue may include:

- employment
- education
- health

Identity may include:

- leader
- artist
- musician
- film maker or actor
- sports person
- politician

Presentation may include:

- report on an issue or identity
- formal or informal register
- use of paralinguistic cues
- use of supporting materials, such as visual aids

A range of spoken discourse strategies may include:

- appropriate openings, closings
- clarifying, elaborating
 - expressions to clarify misunderstandings and ambiguous points, such as *If I could clarify that*
- use of discourse markers
- eliciting audience participation through questioning techniques
 - open ended questions, for example *Do you want me to elaborate on that ?*
 - direct questions to elicit specific information
 - hypothetical questions, for example *What would happen if ...?*
 - use of rhetorical questions, for example *Is this an accurate representation of this complex issue?*
- changes in pitch, volume, stress and intonation
- use of paralinguistic features, such as body language, stance / posture, facial expressions, use of eye contact

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - research information on Aboriginal and/or Torres Strait Islander history and culture and issues arising from European settlement
 - research an Aboriginal and/or Torres Strait Islander issue or identity for an extended oral presentation which uses a range of discourse strategies
- review own performance

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of EAL resources including
 - a bilingual dictionary, and/or an English-English dictionary
- relevant and up to date resources related to Aboriginal and/or Torres Strait Islander history, such as films, documentaries, live performances, websites
- access to participants for group interaction

Assessment practices should consider the learner's need to initiate support from a range of established resources, such as

- contextual support, such as in relation to unfamiliar jargon, some aspects of the local Aboriginal and/or Torres Strait Islander culture and cultural influences
- assistance in reviewing presentations prior to final draft

Assessment also needs to take into consideration:

- time to read and analyse texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of specific content related to Aboriginal and/or Torres Strait Islander history
- observation of a spoken contribution / oral presentation
- a portfolio of evidence which may include written material to support an oral presentation which can include other visual / recorded information
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as verbal and non-verbal strategies and conventions in spoken texts to emphasise a point

| | |
|---|---|
| Unit Code | VU22626 |
| Unit Title | Research events in Australian history, post 1770 |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to investigate and become familiar with aspects of Australia's political and social history, post 1770 to the present day.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+, Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills to support personal or educational opportunities.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 1778 | <p>1.1 Identify the <i>reasons for exploration</i> of the coast of Australia</p> <p>1.2 Identify the <i>key players</i> and their contributions to the exploration of Australia</p> <p>1.3 Discuss the reasons for Britain's decision to settle Australia</p> <p>2.1 Identify the <i>main types of convicts</i></p> |

- | | |
|---|---|
| 2 Describe the role of convicts in the European settlement of Australia | 2.2 State the relationship between convicts and soldiers |
| | 2.3 Describe the key elements of convict life |
| | 2.4 Investigate the contribution of convicts to the settlement of Australia |
| 3 Investigate a significant period or event in Australian history | 3.1 Develop a timeline of major events or significant periods in Australian history following European settlement of Australia |
| | 3.2 Select a major event or significant period in Australia's history to examine |
| | 3.3 Scan informational texts and make notes on the main features of the event |
| | 3.4 Describe some general features of life in Australia at the time |
| | 3.5 Analyse the significance of the event in Australia's history |
| 4 Present your research findings | 4.1 Plan a written report comprising several coherently linked paragraphs based on research |
| | 4.2 Select and order information |
| | 4.3 Use appropriate terminology and language |
| | 4.4 Draft using appropriate layout |
| | 4.5 Proofread and correct final draft, with guidance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary to describe events in Australian history
- a wide range of simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and grammatical structures
- most modal forms
- a wide range of discourse markers, connectives, pronouns and cohesive devices to link ideas and concepts, add information or contrast ideas, for example *such as*, *in spite of the fact that*
- produce prose texts containing coherently linked paragraphs and communicating complex relationships between ideas

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.

Reasons for exploration may include:

- trading post
- naval supply post
- gaol

Key players may include:

- Chinese
- Portuguese
- Spanish
- Dutch
- English
- French

Main types of convicts may include:

- petty criminals
- political prisoners

Major events or significant periods may include:

- inland exploration
- relations between settlers and Indigenous peoples
- Gold Rush / Eureka Stockade
- bushrangers
- overland telegraph / rabbit proof fence
- Federation
- wars (Boer, WWI, WWII, Korea, Vietnam, Afghanistan)
- the Depression of the 1930s
- Aboriginal voting rights / 1967 referendum
- involvement in world sporting events, such as the Olympics
- republican debate
- immigration
 - Indigenous migrations
 - 19th Century convicts and settlers
 - 20th Century pre- and post- war refugees
 - 21st Century refugees

Notes may include:

- layout and formatting to order information, such as
 - numbering / bullet point system
 - hierarchical layout - indenting
- lists
- paraphrasing
- abbreviations, symbols
- quotations
- summary

Main features may include:

- when and where the event took place
- who was involved / main players
- why it happened
- how it happened
- the impact at the time and in the long term

General features may include:

- social attitudes
- political environment
- economic environment

Report may include:

- supporting material, including visual material
- a personal response, such as autobiographical recount

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - examine the key participants and their influence on, or contribution to, European settlement of Australia
 - analyse key periods and events in Australian history and their impacts on Australia
 - produce a report comprising several coherently linked paragraphs which examines a major event or period in Australia's history

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - a bilingual dictionary, and/or an English-English dictionary
- access to sources of information on Australian history

Assessment practices should consider the learner's need to initiate support from a range of established resources such as:

- assistance in reviewing texts prior to the final draft

Assessment also needs to take into consideration:

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- portfolio of information on a key period or event in Australian history, including notes taken from readings, and drafts of a report
- observation of participation in discussion
- verbal and / or written questioning to assess knowledge of the key events and periods in Australian history

| | |
|---|---|
| Unit Code | VU22627 |
| Unit Title | Research current issues |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to research, discuss and write a report on a current issue of significance in Australia.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 4 and • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+, and Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills to broaden their knowledge of current issues.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 current issue of significance in Australia | <p>1.1 Source and scan a range of texts and identify current issues of interest</p> <p>1.2 Select a current issue for further research</p> <p>1.3 Identify terminology and language used when the issue is discussed</p> <p>1.4 Identify conventions of texts</p> |
| 2 Research a current issue of significance in Australia | <p>2.1 Source a range of appropriate texts on the issue</p> <p>2.2 Use reading strategies to identify main facts, some details and opinions related to the issue</p> |

- 2.3 Locate **supporting information or examples**
- 2.4 Synthesise information and take **notes**
- 2.5 Analyse and evaluate different viewpoints and relevant evidence
- 2.6 Record own opinion and supporting reasons
- 3 Discuss the current issue
 - 3.1 Participate in a discussion using terminology appropriate to the current issue being discussed
 - 3.2 Use a range of **conversational strategies**
 - 3.3 Contribute your opinion, reasons or information
 - 3.4 Clarify misunderstandings and ambiguous points where necessary
- 4 Write a response to the issue
 - 4.1 Plan to write an **opinion piece** comprising several cohesively linked paragraphs on a current issue
 - 4.2 Gather facts, opinions and evidence
 - 4.3 Select and order information, using appropriate layout
 - 4.4 Use appropriate terminology and language
 - 4.5 Proofread and correct final draft, with guidance

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary for a range of topics related to current issues
- sentence structures, such as simple, compound and complex sentences
- a wide range of verb tenses and aspects, including
 - present perfect continuous
 - past perfect
 - present and past simple passive
 - conditional, such as with *if* and *unless*
- reported speech with a range of tenses
- a wide range of conversation discourse markers, conjunctions
- a wide range of modifying words and phrases to explain and qualify ideas
- use of intelligible pronunciation with stress and intonation patterns
- a wide range of discourse markers, connectives, pronouns and cohesive devices to link ideas and concepts, add information or contrast ideas, such as
 - *in spite of the fact that*
- understanding that different sources will present different perspectives, and recognising how text, language and structure influence the reader to adopt particular views and positions

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of registers, styles and conventions in spoken and written discourse
- a wide range of colloquial and idiomatic expressions
- knowledge of a range of cues (syntactic, semantic, logical, contextual) to work out meaning of text
- distinguishing fact and opinion, irony, understatement, exaggeration in texts
- ways of detecting the writer's tone, intention and attitude
- detecting opinions in spoken and written texts
- using stress and intonation to convey opinion

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 may include:

- news articles / items
- editorials
- letters to the editor
- opinion pieces
- brochures
- posters / flyers / bulletins

Current issues may include:

- political issues, such as refugees, immigration policy
- economic issues, such as employment, financial management
- environmental issues
- body image
- education funding issues, such as funding for Higher Education, schools, bilingual education, languages
- political unrest
- terrorism, acts of violence
- war
- natural disasters, such as drought, earthquakes, floods
- human rights / equal rights

Terminology and language may include:

- language related to current affairs locally and internationally

Conventions of texts may include:

- impersonal tone
- use of visual materials
- graphic information of limited complexity
- inclusion of numerical information
- register

Reading strategies may include:

- skimming, scanning, glossing and speed-reading techniques to extract relevant information quickly
- actively predicting direction or intent of text
- detailed reading
- collaborative reading
- using knowledge of context, grammar and vocabulary and organisational structure of texts to work out meaning and relative importance of information
- looking at grammatical features to determine register, such as use of passive, third person singular, abstract nouns
- examining connectives, pronoun referencing, logical relationships between sentences
- use of reference within the text, such as use of anaphora and cataphora
- using non text elements in multimodal texts as clues
- using dictionary and grammar references
- using a variety of note-taking strategies to summarise and reinforce key information
- paraphrasing

Main facts may include:

- key players
- area, place, groups affected
- reasons for the issue
- impact of the issue

Supporting information or examples may include:

- statistics
- reasons
- anecdotal evidence

Notes may include:

- underlining, highlighting, circling
- note-taking using lists or outlines, numbering / bullet points
- using flow charts / tree diagrams / mind maps
- using symbols, abbreviations, and key words
- including graphics
- paraphrasing
- summarising to record main ideas from a number of sources
- collecting direct quotes
- arranging information into a table or chart for presentation

Conversational strategies may include:

- initiating conversation
 - *Have you heard about...?*
- repeating key words or phrases to show interest
 - *More money for education, that is a very interesting point*
- responding appropriately
 - *Really?? Oh, that's terrible...*
- interrupting appropriately
 - *But the thing is... If you ask me... I don't agree...*
- asking questions, clarifying where necessary
 - *What do you think? So, you're saying that...? Do you mean...? What about...?*
- changing topic / redirecting the topic
 - *Anyway, as I was saying... By the way, ...*
- inviting others to participate
 - *What's your opinion?*
- using appropriate non-verbal behaviour, such as body language and eye contact to show interest

Opinion piece may include:

- text pattern and structure, such as introduction – body – conclusion / opinion
- logical sequencing of events, identification of an issue followed by points of view and supporting material, followed by summary and opinion
- conventions of paragraph writing, such as using topic sentences
- using connectives

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - source and analyse information on current issues
 - participate in a conversation about a current issue
 - produce a text about a current issue comprising several cohesively linked paragraphs which use structure, style and language appropriate to audience and intended outcome

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - a bilingual dictionary, and/or an English-English dictionary
- print and/or online resources, such as reference and current affairs materials

Assessment practices should consider the learner's need to initiate support from a range of established resources such as:

- contextual support in relation to unfamiliar jargon, some aspects of cultural expectations around presenting an argument or point of view
- assistance in reviewing texts prior to the final draft

Assessment also needs to take into consideration:

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of participation in discussion about an issue
- a portfolio of evidence which includes completed pieces, and drafts and notes for an opinion piece and to support participation in a discussion
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge such as the use of stress and intonation to emphasise opinion

| | |
|---|---|
| Unit Code | VU22628 |
| Unit Title | Participate in simple conversations and transactions for employment |
| Unit Descriptor | <p>This unit describes skills and knowledge required by EAL learners to speak and listen to simple texts which are routine and relevant to employment.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2 <p>and</p> <ul style="list-style-type: none"> the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2 and Listening 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants developing speaking and listening skills in English to satisfy social and transactional needs for communication in employment-related contexts. These skills may apply to preparation for employment and a range of job roles and industry areas, and may involve some specialised or technical language. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Participate in simple casual conversations in a workplace context | 1.1 Use <i>common opening and closing expressions</i> 1.2 Use <i>simple questions</i> to maintain <i>casual conversations</i> 1.3 Use <i>turn-taking</i> to maintain conversations |
| 2 Participate in simple formal workplace related conversations with one or more people | 2.1 Use <i>polite expressions to open and close formal workplace related conversations</i> 2.2 Ask simple questions 2.3 Make <i>simple requests</i> 2.4 Respond to questions and requests for information |

- | | |
|--|---|
| 3 Follow simple spoken instructions or directions in a workplace context | 3.1 Identify the purpose of the <i>instructions or directions</i> |
| | 3.2 Identify <i>discourse markers</i> used to signal steps or movements |
| | 3.3 Match instructions or direction to visual or diagrammatic supports as appropriate |
| | 3.4 Ask questions to clarify meaning |
| 4 Give simple spoken instructions or directions in a workplace context | 4.1 Explain the purpose of the instructions or directions |
| | 4.2 Give one or two step instructions, using discourse markers |
| | 4.3 Use <i>supports</i> as required |
| | 4.4 <i>Respond</i> to requests for clarification |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary to talk about familiar issues such as workplace events, weather, environment, simple current events
- simple sentence structures, such as simple and compound sentences
- forms of questioning, such as to seek clarification in conversations
- a range of common high frequency verb tenses and forms, including simple reported speech
- a range of modals and modal forms (positive and negative), such as *should, would, could, might, need to*
- a range of common phrasal verbs, such as *Can you finish this before you go home?*
- a range of conjunctions, such as *when, but, if, although, so, When I left school, I got a job here.*
- a range of discourse markers and cohesive devices, such as *first, then, by the way, anyway, so, after that*
- adjectives, adverbs and some adverbial phrases, such as *as soon as possible*
- prepositions and prepositional phrases, such as *on the weekend, at the end of Ramadan*
- paralinguistic features of conversations and transactions to support understanding and communication
- beginning awareness of how tone, stress and intonation modify meaning
- mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- politeness conventions in conversation, such as
 - showing interest
 - giving compliments
 - making requests
 - using appropriate questions
 - expressing regret
 - appropriate use of please and thank you
 - ways of expressing disagreement or conflict
- some awareness of register
- a range of common colloquialisms

Required Numeracy Knowledge and Skills

- everyday numbers in familiar instructions and directions where applicable

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 opening and closing expressions may include:

- common everyday greeting, such as
 - *Hello / Hi*
 - *Good morning*
 - *How are you?*
 - *See you later*

Simple questions may include:

- questions related to personal / social matters
 - *How are you?*
 - *Did you have a good week-end?*
- questions related to workplace, such as
 - *What time does the afternoon shift start?*
 - *Can I use the microwave?*

Casual conversations may include:

- conversation on topics relating to everyday life
 - external interests, such as sport, weather, politics
- topics relating to familiar employment situations
 - lunch breaks
 - location of items
 - other colleagues

Turn-taking may include:

- body language, such as gesture, facial expressions
- asking questions:
 - *Can I say something?*
- interrupting:
 - *Excuse me*
- allowing another to have a say:
 - *Go ahead*

Polite expressions to open and close may include:

- common everyday expressions appropriate to the context
 - *Can I ask you something?*
 - *Can I see you?*
 - *I would like to apply for...*
 - *I am ringing to inquire about the position...*
 - *Sorry to interrupt*
 - *Thanks for listening to me*
 - *Thanks for your time*

Formal workplace related conversations may include:

- exchanges about
 - work schedules
 - leave entitlements
 - workplace health and safety
 - union matters
 - workplace bullying
- interviews
 - new job opportunities
 - promotion
 - work review / appraisal
- cold calling / telephone inquiries about jobs

Simple requests may include:

- routine questions in the workplace
 - *Would I be able to have a day off?*
 - *How do I...?*
 - *Can you help me with this?*
- request related to job applications
 - *Can I give you my resume?*
 - *I was wondering if you had any positions.*

Instructions or directions may include:

- one or two step instructions to show how to operate machinery or equipment
- evacuation procedures
- fill in timesheets
- health and safety procedures
- location of goods and services
- advice on job application processes and requirements
- directions on completion of an application form

Discourse markers may include:

- sequence markers
 - *first, second, next, then*

Supports may include:

- diagrams, charts
- graphic instructions / diagrams
- labels
- photos

Respond may include:

- simplifying instructions
- demonstration
- paraphrasing

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - participate in simple casual and formal conversations
 - follow and give simple instructions and directions in a workplace context.

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of EAL resources including
 - bilingual resources and other resources for support, such as models for presentations
 - a bilingual dictionary, and/or an English-English dictionary
- conversation participants
- assessment tools developed for this unit which use short straightforward oral texts without much colloquial speech and in which varieties of English are familiar

Support for the learner takes into consideration the following factors:

- need for a sympathetic interlocutor
- need for contextual support

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of face-to-face or telephone communications
- role plays of participation in workplace conversations
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in simple oral communication

| | |
|---|--|
| Unit Code | VU22629 |
| Unit Title | Read and write simple texts for employment |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write a range of simple, routine digital and print informational and instructional texts relevant to employment.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2 and Writing 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop reading and writing skills to satisfy everyday routine needs in familiar employment and work contexts. The application of knowledge and skills described in this unit is relevant to a range of job roles and industry areas. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Respond to simple written instructions to complete a workplace task | <p>1.1 Identify the purpose of the simple written instructions</p> <p>1.2 Identify features of discourse structure used in written instructions</p> <p>1.3 Identify the requirements of the written instructions</p> <p>1.4 Use supporting visual information to clarify meaning as appropriate</p> <p>1.5 Ask questions to clarify meaning if required</p> |
| 2 Read a simple message in a workplace context | 2.1 Identify purposes of simple messages in workplace context |

- 2.2 Identify **conventions** in messages
 - 2.3 Identify the key information
 - 2.4 Ask questions to clarify meaning if required
- 3 Read a range of simple written workplace communications
 - 3.1 Identify the purpose of **simple written workplace communications**
 - 3.2 Identify the main ideas or requirements
 - 3.3 Ask questions to clarify meaning if required
- 4 Write a simple message in a workplace context
 - 4.1 Identify purposes and conventions for notes and messages in a workplace context
 - 4.2 Plan and draft the note or message
 - 4.3 Convey information in a series of short sentences
 - 4.4 **Proofread and correct** final draft

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions which include most aspects of everyday life, particularly as relevant to the workplace to get the gist of, and locate key information from written texts, such as standard operating procedures
- simple sentence structures for simple, compound and complex sentences
- simple question forms to clarify meaning
- a limited range of high frequency discourse markers and cohesive devices, such as *first, then, after that*
- a limited range of adjectives, adverbs
- a limited number of adverbial phrases, such as *as soon as possible*
- a limited number of prepositions and prepositional phrases, such as *in, at, on, under, over*
- a range of common high frequency tense and aspect forms to describe present, past and future, such as
 - simple present
 - simple past
 - present continuous
 - future forms, for example *I will be late for the meeting*
 - verbs +ing, for example *he is working on that machine*
 - imperative, for example *leave the lights on*
- reported speech found in routine digital and print workplace communications
- a limited range of common phrasal verbs used in instructional and informational texts, such as *Turn off the computer*
- some modals and modal forms (positive and negative), such as *should, would, could, might, need to*
- a limited range of connectives, such as *when, but, if, although, so, Ring the boss when you get in*
- a range of high frequency discourse markers and cohesive devices, such as *after that*
- reading skills to
 - access online and print based EAL resources, such as dictionaries, thesauruses
 - proofread own writing

Required Sociolinguistic and Cultural Knowledge and Skills:

- some high frequency idiomatic expressions
- some understanding of register in communications
- some awareness of tone, intention and attitude of writer

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.

Written instructions may include:

- online and print based texts
 - standard operating procedures of a small number of steps
 - manufacturer's written instructions
 - simple work plans
 - application process, such as for a new position
 - setting out a resume
 - written instructions on interview procedure and requirements

Features of discourse structure may include:

- dot points or numbered texts
- sequence markers, such as first, second, next
- use of conditional

Supporting visual information may include:

- formatting devices, such as large type, numbered instructions
- icons
- diagrams
- graphics, photos, screen-based information
- colour coded signage and labelling

Simple messages may include:

- a range of simple written messages using online, print and hand written formats, such as
 - telephone messages using standard proforma
 - notes, for example hand-over, maintenance forms
 - checklists of work tasks
 - fax
 - short message service (SMS)
 - email messages, for example to confirm appointment time
 - whiteboard messages

Conventions may include:

- formatting and style particular to an industry or workplace
- jargon / familiar vocabulary
- routine technical terms
- terms of address
- appropriate type of communication for particular messages
- register and awareness of audience
- format and addressing of online communications, such as emails

Simple written workplace communications may include:

- rosters
- union / workplace newsletters
- manufacturers' specifications
- WHS notifications
- flow charts / diagrams / posters / notices / signs
- incident / accident report forms

Proofread and correct may include:

- checking sequencing of information
- checking suitability of format
- spelling and punctuation, such as using word processing tools to check
- accessing support from others to identify errors
- checking EAL resources and dictionaries to review language items
- comparing own texts with models from the workplace or related contexts
- reading aloud to improve punctuation

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - respond to simple written workplace instructions
 - read a range of simple workplace communications, including a simple message
 - write, review and correct a simple message in a workplace context using a series of short sentences

Context of and specific resources for assessment

Assessment must ensure:

- access to
 - an appropriate range of relevant operational situations in the workplace
- access to EAL resources, such as
 - a bilingual and/or English-English dictionary
 - model texts
 - grammar references

Support for the learner takes into consideration that the learner may need:

- contextual support, for example unfamiliar cultural references
- time to work out meaning or requirements of texts
- support to proofread and incorporate teacher comments on drafts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- oral questioning to establish understanding of written texts
- a portfolio of writing samples and responses to texts read
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|--|
| Unit Code | VU22630 |
| Unit Title | Observe and report on activities in a workplace |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to plan and organise practical workplace observations, collect and record observations, report observations to others, evaluate the experience, and reflect on own learning goals for the Australian workplace. The focus of the workplace observation is on development of language skills in the context of work.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication, Reading and Writing at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking, Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2, Listening 2, Reading 2 and Writing 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop skills and knowledge to access a range of job roles in the Australian workplace. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 work observation experience | <p>1.1 Identify workplace or community options for workplace observation placement</p> <p>1.2 Note <i>requirements of workplace observation participants</i> by selected workplace or community enterprise</p> <p>1.3 Discuss <i>process and criteria</i> for observation with supervisor</p> <p>2.1 Identify roles and responsibilities of workplace personnel</p> <p>2.2 Identify range of <i>workplace activities</i></p> |

- | | | | |
|---|---|-----|---|
| 2 | Collect and record information at the workplace | 2.3 | Note features of communication activities |
| | | 2.4 | Record information using agreed criteria |
| 3 | Report observations to others | 3.1 | Organise recorded information |
| | | 3.2 | Present observations to others |
| 4 | Reflect on observation in relation to own language learning goals for the workplace | 4.1 | Discuss observations in relation to own language learning goals |
| | | 4.2 | Adjust own workplace language learning goals if required |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Knowledge Linguistic Knowledge and Skills:

- vocabulary to discuss workplace observation and to describe workplace activities
- simple sentence structures, such as
 - simple and compound sentences to describe observed activities
 - simple questions, such as to seek clarification in a conversation, ask for repetition or restatement when confirming workplace activities
- a range of common high frequency verb tenses and forms, including simple reported speech
- a range of modals and modal forms (positive and negative), such as
 - *should, would, could, might, need to*
- a range of common phrasal verbs to discuss workplace procedures, such as
 - *She's turning off the computer*
- a range of conjunctions, such as
 - *when, but, if, although, so, When you finish this, put these away*
- a range of high frequency discourse markers and cohesive devices, such as
 - *first, then, by the way, anyway, so, after that*
- adjectives, adverbs and some adverbial phrases, such as *as soon as possible*
- prepositions and prepositional phrases, such as
 - *on the first day of the month, at the end of the shift*
- simple paralinguistic features, such as body language, to interpret and convey meaning and acknowledge understanding
- some awareness of how tone, stress and intonation modify meaning
- mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- politeness conventions in conversation, such as
 - showing interest
 - giving compliments
 - making requests
 - appropriate questions
 - expressing regret
 - appropriate use of please and thank you
 - ways of expressing disagreement
- some awareness of register
- use and choice of address forms

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.

Requirements of workplace observation participants may include:

- following WHS regulations
 - use of personal protective clothing (PPE)
 - no-go areas
 - correct manual handling
 - hazard identification
- some awareness of workplace requirements and processes
 - WHS procedures
 - codes of practice
 - anti-discrimination
 - industrial relations
- time of arrival
- meeting place
- reporting requirements
- requirements at the end of observation placement
 - completing documentation
 - attending final interview
 - returning equipment / keys / access passes

Process and criteria may include:

- observation checklists of work activities
- criteria to observe activities
 - to monitor own skill level
 - to note new skills
 - level of technology skills required
 - language items to note, for example colloquial expressions, technical terms

Workplace activities may include:

- routine activities
- safety procedures
- reporting
- use of equipment

Communication activities
may include:

- print and digital notices and signage
- personal communication
- casual and formal exchanges in the workplace
 - common topics in casual exchanges
 - procedures in formal meetings
 - protocols in interviews
 - reporting to superiors, for example opening and closing conversations
 - cultural expectations
 - use of languages other than English
 - use of colloquial language
- operating procedures
- equipment manuals
- digital communication and use of technology, such as digital devices
- writing skills required for specific job roles

Record may include:

- completing proformas
- keeping a log book or journal
- photographing or audio recording activities
- collecting employees' statement of duties
- collecting work samples, workplace documents
- developing vocabulary lists
- noting useful phrases and expressions

Adjust may include:

- revise learning goals to
 - add new skills required, such as digital technology skills
 - amend study pathway plans
 - modify language learning, for example increase focus on specific areas
 - review own expectations against those in workplace
 - review own employability skills

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - discuss work placement observation requirements
 - collect and record information
 - report on observations to others
 - reflect on and discuss observations in relation to own learning goals

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate workplaces to complete observation tasks
- support for the learner takes into consideration
 - the need for a sympathetic interlocutor
 - the need for contextual support
 - access to a range of EAL resources, such as bilingual resources as required

Method(s) of assessment

The following are suggested assessment methods for this unit:

- discussion / interview of planning and review activities
- portfolio of observation records
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in work placement observation

| | |
|---|---|
| Unit Code | VU22631 |
| Unit Title | Prepare to work effectively in an Australian workplace |
| Unit Descriptor | <p>This unit describes the language skills and knowledge required by EAL learners to participate effectively in an Australian workplace.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 2 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2 and Listening 2. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop cultural and language skills and knowledge to access a range of job roles in the Australian workplace. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 cultural features of communication in the Australian workplace | 1.1 Note <i>cultural features</i> of the Australian workplace 1.2 Discuss aspects of <i>communication</i> within the Australian workplace 1.3 Discuss <i>strategies to assist cultural understanding</i> |
| 2 Identify skills of the Australian workplace | 2.1 List <i>skills</i> required to work effectively in the Australian workplace 2.2 Identify <i>own skills</i> 2.3 Relate own skills to those required for a specific job |
| 3 Identify conditions in Australian workplaces | 3.1 Note <i>conditions of employment</i> in the Australian workplace |

- 3.2 Locate ***sources of support*** in the workplace
- 3.3 Discuss ***strategies to participate effectively*** in an Australian workplace

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary to
 - describe and discuss skills required in the workplace
 - talk about familiar social matters, for example personal details, simple social events
 - communicate about workplace
- simple sentence structures, such as
 - simple and compound sentences to describe workplace
 - simple questions, for example to seek clarification in a conversation, ask for repetition or restatement
- a range of common high frequency verb tenses and forms, including simple reported speech and imperative forms, such as
 - giving and following instructions
 - explaining a series of events
- a range of modals and modal forms (positive and negative), such as
 - *should, would, could, might, need to*
- a range of common phrasal verbs, such as *Can you switch on the air conditioning?*
- a range of conjunctions, such as
 - *when, but, if, although, so, When you arrive you need to open all the blinds*
- a range of high frequency discourse markers and cohesive devices, such as
 - *first, then, by the way, anyway, so, after that*
- adjectives, adverbs and some adverbial phrases, such as
 - *as soon as possible*
- prepositions and prepositional phrases, such as *at the end of the shift*
- simple paralinguistic features, such as body language, to interpret and convey meaning and acknowledge understanding
- some awareness of how tone, stress and intonation modify meaning
- use mostly intelligible pronunciation with adequate stress and intonation characterised by hesitation and circumlocution

Sociolinguistic and Cultural Knowledge and Skills:

- politeness conventions in conversation, such as
 - showing interest
 - giving compliments
 - making requests
 - appropriate questions
 - expressing regret
 - face-saving ways of saying no
 - appropriate use of please and thank you
 - ways of expressing disagreement
- some awareness of register in relating to others in the workplace, such as supervisors

- some idiomatic expressions and colloquialisms typically used in the workplace, such as *Can you grab these boxes?*

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.

- Cultural features*** may include:
- organisational structure
 - democratic / flat structures in workplaces
 - expectations regarding relationships
 - communication behaviours, for example greetings at the start of a day
 - informality between different levels in the hierarchy
 - decision-making may be shared by a number of people
 - valuing team work
 - expectation that employees will involve themselves in social aspects of the workplace, for example engage in casual conversation, share celebrations
 - formality may be softened by informality, for example meetings often start with some informal small talk
 - valuing of terms and conditions of employment
 - keeping to set hours
 - responsibilities regarding attendance, sick leave
 - work ethic value
 - complying with work procedures
 - following instructions
 - respecting others
 - ways of applying for positions
 - cold calling
 - submission of resume
 - via online job ads
 - conduct in interviews

Communication may include:

- understanding the importance of register
- differences in forms of address
- formality / informality and when required
- language of the industry
- protocols
- ways of talking, values of the workplace
- colloquial language
 - greetings
 - discussing familiar topics, for example sport
 - expressions specific to the workplace
 - expectations regarding use of swear words
 - expectations regarding use of language that is non-sexist / racist / homophobic or discriminatory in any way
- communicating with colleagues from diverse backgrounds
- communicating with colleagues at different levels of the workplace hierarchy and in different situations
- dealing with communication problems
 - typical misunderstandings that can occur in the workplace
 - issues which can arise from cultural misunderstanding
 - appropriate ways of dealing with communication problems
- detecting attitudes in oral communication
 - recognising when others are pleased or angry
 - awareness of tone and body language in expressing attitude
- using expressions to give own opinions and attitudes
- expressions and non-verbal strategies used in problem solving, negotiating
 - openings and closings
 - turn taking
 - making assertions
 - defending a position
- communication regarding hazards, dangerous situations
 - following safety instructions
 - giving assistance
 - requesting emergency assistance

Strategies to assist cultural understanding may include:

- discussion to clarify points / sources of difference
- accessing bilingual support
- mediation
- observation of different practices

Skills may include:

- generic skills
- enabling skills
- core language literacy and numeracy skills

Own skills may include:

- formal technical skills gained through
 - training
 - paid and/or unpaid experience
- non-technical skills gained through family and/or community experience
 - communication and teamwork
 - organisational
 - problem solving

Conditions of employment may include:

- those governed by legislation and regulation
 - freedom from harassment, racial discrimination
 - equal opportunity
 - safe working environment
 - guaranteed entitlements
- employer expectations
 - punctuality
 - personal presentation
 - behaviour
- daily routine requirements
 - attendance
 - hours of work / breaks
 - equipment
 - reporting
 - protocols re absences, medical certificates

Sources of support may include:

- trade unions
- internal support structures, such as Human Resources sections, training personnel
- government agencies such as WorkSafe, Fair Work Australia
- bilingual sources of information and assistance, such as telephone interpreter service

Strategies to participate effectively may include:

- skill development in specific areas, such as
 - technical / digital skills
 - pronunciation
 - vocabulary, for example industry terminology
 - interview skills
- orientation to workplaces
- resume building
- seeking referees
- volunteering
- work placements
- pathway planning
- gaining understanding of the workplace context
- applying existing skills to new contexts
- accessing resources to build knowledge, such as
 - audio visual demonstration of workplace activities
 - digital literacy training
 - mentors
 - colleagues with same 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use routine conventions and linguistic knowledge to
 - identify and discuss the cultural features of the Australian workplace and strategies to support effective workplace participation
 - identify skills required in the Australian workplace and own skills that support workplace participation
 - outline basic conditions of employment in the Australian workplace and sources of relevant support

Context of and specific resources for assessment

Assessment must ensure:

- access to current information about the Australian workplace

Support for the learner takes into consideration the following factors:

- need for a sympathetic interlocutor
- need for contextual support
- need for bilingual support

Method(s) of assessment

The following are suggested assessment methods for this unit:

- discussion of cultural features of Australian workplaces and strategies to participate effectively in the workplace
- verbal or written presentation on relationship of own skills to those required for a specific job
- portfolio outlining basic workplace conditions and sources of support
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

Unit Code**VU22632****Unit Title****Participate in a range of straightforward interactions for employment****Unit Descriptor**

This unit describes the skills and knowledge required by EAL learners to speak and listen in a range of straightforward informal and formal employment interactions involving discussion and instructions.

The outcomes described in this unit relate to:

- The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3
- and
- the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 2+ and Listening 2+.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to participants wishing to develop their speaking and listening skills in English in employment related contexts. These skills may apply to a range of job roles and industry areas, and may involve some specialised or technical language.

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 Participate in casual conversations in a workplace context

- 1.1 Use ***informal expressions to open and close conversations***
- 1.2 Use ***informal expressions to enter and leave conversations***
- 1.3 Use ***questions and invitations*** to join conversations
- 1.4 Contribute comments and respond to ***familiar topics***
- 1.5 Use a range of phrases and some idiomatic expressions
- 2.1 Use ***polite expressions to open and close*** conversations and take turns appropriate to the context

- | | |
|---|---|
| 2 Participate in a formal conversation with one or more people | 2.2 Use a range of <i>expressions to enter and leave formal conversations</i> 2.3 Use straightforward everyday expressions appropriate to the context 2.4 Respond to and raise <i>issues</i> and present <i>proposals</i> 2.5 Respond to and make <i>requests</i> |
| 3 Follow spoken instructions or directions in a workplace context | 3.1 Identify the purpose of the <i>spoken instructions or directions</i> 3.2 Identify <i>discourse markers</i> used to signal steps or movements 3.3 Match instructions or direction to visual or diagrammatic supports as appropriate 3.4 Discuss the meaning of the instructions or directions 3.5 Comment on the <i>effectiveness</i> of the instructions or directions |
| 4 Give spoken instructions or directions in a workplace context | 4.1 Explain the purpose of the instructions or directions 4.2 Use the processes of planning and drafting and prepare <i>supports</i> as required 4.3 Use <i>appropriate signals</i> to explain and indicate the importance of actions required 4.4 Clarify information as required |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary which is sufficiently broad to encompass straightforward employment-related needs:
 - to get the gist of clear and straightforward conversations
 - to participate in everyday transactions
- a range of verb tenses and aspects, which may include present perfect continuous, past perfect, present and past simple passive, conditional (e.g. with *if* and *unless*)
- question forms, such as to get others to clarify misunderstandings and ambiguous points
- a range of modal forms, such as including negative form of *need to* and *have to*
- a range of phrasal verbs
- a variety of adjectives, adverbs and adverbial phrases
- a range of conversation discourse markers, conjunctions
- a range of modifying words and phrases to explain and qualify ideas and express opinions and attitudes
- how tone, stress and intonation modify meaning
- generally intelligible pronunciation with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- register appropriate to the context
- a limited range of colloquial and idiomatic expressions
- recognition of some inferred meaning, such as logical, contextual, paralinguistic, for example use of voice for effect (intonation and emphasis), facial expressions
- detect and give opinions and attitudes in oral texts, such as *I think that, Wouldn't it be better?*
- verbal communication includes meanings which are not always explicit

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.

Informal expressions to open and close conversations may include:

- formulaic and commonly used expressions
 - *Hi there, how have you been?*
 - *Welcome back! What have you been up to?*
 - *Oh, Aysia, how are you today?*
 - *I'll see you tomorrow*
 - *See you later*

Informal expressions to enter and leave conversations may include:

- straightforward expressions
 - *Look, I disagree...*
 - *Now, as I was saying...*
 - *If you ask me...*
 - *Hang on a minute...*
 - *Let me finish*

Questions and invitations may include:

- straightforward questions
 - *What's your opinion?*
 - *How do you see it?*
 - *What do you reckon?*
 - *Would you like to give us your opinion?*

Familiar topics may include:

- work-related topics
 - work tasks
 - topics about a specific job or technical skill
 - differences between workplaces here and overseas
 - skills required for certain jobs
 - technical or digital skills used in the workplace
- general topics of conversation, such as sports, weather, weekend events, current affairs

Polite expressions to open and close conversations may include:

- use of conditionals and other expressions to introduce or end a conversations
 - *Would you mind if I ask you something?*
 - *Can I ask you something?*
 - *I would like to / can I make an appointment / a time to see you?*
 - *I'm sorry to bother you*
 - *Thanks for listening to me*
 - *Thanks for your time*

Expressions to enter and leave formal conversations may include:

- *I'd like to add something*
- *Can I give an opinion?*
- *Thank you for your time*

Issues may include:

- work operations
- rosters
- leave entitlements
- workplace health and safety
- union matters
- workplace bullying

Proposals may include:

- suggestions for improvements
- response to a scenario in a job interview
- request a change in arrangements, such as to work part-time or change a roster
- solutions to problems, such as getting people to come to meetings, read work emails

Requests may include:

- use of conditional and continuous forms
 - *Would I be able to have a day off?*
 - *Would you take this document down to Personnel?*
 - *Can I get you to explain the photocopier to Marianne, please?*
 - *I was wondering...?*

Spoken instructions or directions may include:

- how to operate machinery or equipment
- evacuation procedures
- induction
- handover from one shift to the next
- health and safety procedures
- location of goods and services
- how an interview will be structured, when person may ask questions

Discourse markers may include:

- sequence markers
 - *first, second, next*
 - *besides, furthermore*
 - *as a result*
 - *finally*
 - *Now, I'd like you to look at the chart*

Effectiveness may include:

- clarity of instructions
- efficiency of suggestions
- accuracy of information

Supports may include:

- diagrams, charts
- written instructions
- labels
- digital displays
- on screen diagrams or instructions

Appropriate signals may include:

- use of if / must
 - *If you are not careful...*
 - *the lid must be completely closed*
 - *even if you are just clearing the paper, you must switch off the machine*

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and linguistic knowledge to:
 - participate in straightforward casual and formal conversations
 - follow and give instructions and directions in a work related context
 - interact effectively using language and a range of communication strategies

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including:
 - bilingual resources and other resources for support, such as models for presentations
 - a bilingual dictionary, and/or an English-English dictionary
- access to conversation participants
- assessment tools developed for this unit use straightforward oral texts without much colloquial speech and in which varieties of English are familiar

Support for the learner takes into consideration the following factors:

- need for moderate support from the interlocutor
- need for some contextual support

Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of participation in formal and informal conversations
- role plays
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used in straightforward oral communication

| | |
|---|--|
| Unit Code | VU22633 |
| Unit Title | Read and write straightforward texts for employment |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read and write a range of straightforward digital and/or print texts relevant to employment.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Reading and Writing at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ and Writing 2+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to participants wishing to develop their English reading and writing skills for a range of formal and informal communications and transactions related to employment and the workplace. The application of knowledge and skills described in this unit is relevant to a range of job roles and industry areas. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Respond to straightforward written instructions for a workplace task | 1.1 Identify the <i>purpose</i> of the instructions 1.2 Identify <i>layout features</i> used in instructions 1.3 Paraphrase the instructions 1.4 Comment on the <i>effectiveness</i> of the instructions |
| 2 Read a range of straightforward workplace communications | 2.1 Identify the context and purpose of <i>workplace communications</i> 2.2 Identify a range of <i>format and presentation styles</i> in workplace documents 2.3 Identify the main ideas or requirements |

- 2.4 Identify some issues raised
- 2.5 State explicit and inferred meaning
- 2.6 Comment on the relative importance of the documents
- 3 Write a straightforward workplace text
 - 3.1 Identify purposes and writing styles for ***straightforward texts in a workplace context***
 - 3.2 Identify and apply conventions appropriate to the task
 - 3.3 Use the processes of planning and drafting
 - 3.4 Sequence information in a suitable format
 - 3.5 Ensure ***supporting details*** are given
 - 3.6 Proofread and edit final draft

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a range of straightforward texts related to employment
- common collocations
- sentence structures for simple, compound and conditional sentences, with *if* and *unless*
- question forms, such as to request information
- paragraph structure in formal communications:
 - topic sentence
 - supporting details
 - linking devices
- definite and indefinite article
- a variety of adjectives and adverbs used in workplace documents
- a range of adverbial phrases, prepositions and prepositional phrases
- a range of tense and aspect forms such as:
 - present perfect continuous and past perfect *I have given my leave form to the boss*
 - present and past simple passive *The machine has been fixed, Meetings are held on Mondays*
- reported speech used in communications and other work related texts
- a range of phrasal verbs
- a range of modals and modal forms, including negative form of need to and have to
- a range of discourse markers and cohesive devices to structure text, such as:
 - addition *in addition*
 - cause and effect *therefore, as a result*
 - contrast *however*
 - sequence *following that*
 - time *finally*
- reported speech
- reading strategies to:
 - skim text for main ideas
 - work out meaning of unknown words from context
 - proofread and self-correct own writing
- reading skills to use EAL supporting texts:
 - to work out the meaning of unknown words
 - to select vocabulary, expressions and forms to modify own writing

Required Sociolinguistic and Cultural Knowledge and Skills:

- a limited range of idiomatic expressions and colloquialisms
- variation of register in workplace communications
- language and conventions appropriate for social communication purposes
- use model texts to guide production of written texts

- recognition of some inferred meaning by using a range of cues, such as syntactic, semantic, logical, contextual
- awareness of tone and intention of writer
- detect and express opinions and attitudes in texts
- plan, draft, proof read and redraft written 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.

Purpose may include:

- to warn
- to advise
- to inform
- to welcome

Layout features may include:

- formatting, such as dot points, large type, numbered instructions
- sequence markers
 - *first, second, next, finally*
- use of graphics, icons

Effectiveness may include:

- comment on the clarity, use of visuals, words used
- whether there were enough steps / easy or difficult to follow
- whether the instructions were correct

Workplace communications may include:

- a range of online, print based and/or hand written texts, such as
 - newsletters
 - specifications
 - email messages
 - handwritten whiteboard messages
 - telephone messages
 - text messages
 - safety notices
 - memos
 - handover notes
 - progress notes
 - workplace incident notes
 - reports/reviews
 - flow charts / diagrams / posters / notices / signs

Format and presentation styles may include:

- use of specific online tools, such as for word processing, presentation
- templates for print and digital texts
- headers and footers, logos and letterheads
- email communications, such as subject line, addressing protocols

Straightforward texts in a workplace context may include:

- online and paper based communication which include some detail in a range of straightforward workplace contexts, such as
 - correspondence: formal and informal email messages, letters, memos
 - workplace notices, WHS instructions
 - work-related websites including intranet, including policies, procedures, instructions
 - reports, records and documentation, incident reports
 - proposals

Supporting details may include:

- explanations
- reasons
- evidence, such as
 - following procedures
 - witness statement

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and linguistic knowledge to
 - respond to written instructions of limited complexity for a workplace task
 - read a range of workplace communications
 - write a straightforward text in a workplace context
 - use processes of review and redrafting

Context of and specific resources for assessment

Assessment must ensure:

- access to an appropriate range of relevant operational situations in the workplace
- access to EAL resources, such as
 - a bilingual dictionary
 - English-English dictionary
 - model texts
 - grammar references

Support takes into consideration that the learner may need:

- contextual support, for example in relation to unfamiliar jargon, and some aspects of Australian culture
- time to work out meaning, for example unfamiliar elements and specialised vocabulary or requirements of texts
- occasional support to proofread and self-correct final drafts of written work

Method(s) of assessment

The following are suggested assessment methods for this unit:

- verbal questioning to establish understanding of written texts
- a portfolio of writing samples and responses to texts read
- additional verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

| | |
|---|---|
| Unit Code | VU22634 |
| Unit Title | Organise and participate in a practical placement |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to select, plan, participate in and evaluate a practical work placement.</p> <p>The unit focuses on an introduction to the Australian workplace, relevant terminology, and work tasks. It covers negotiation of a placement, participation in the workplace, workplace health and safety, evaluation, and record keeping.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3 and Writing 2+ / 3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop their English language skills to participate in a practical placement in an Australian workplace. These skills provide the foundation for the future development of language skills associated with employment in the Australian workplace.</p> <p>This unit is designed for integration and contextualisation with language units to support achievement of English language knowledge and skills.</p> |
| 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 Discuss practical placement in an Australian workplace | 1.1 Note <i>terminology and language</i> used to describe practical placement in an Australian workplace 1.2 Identify the benefits of practical work placements 1.3 Identify <i>placement requirements</i> |

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| | 1.4 | Discuss possible options |
| | 1.5 | Identify potential barriers or problems |
| | 1.6 | List preferences and priorities in relation to practical placement |
| 2 Identify practical placement options | 2.1 | Investigate possible workplaces for placement |
| | 2.2 | List own skills, knowledge and experience in relation to preferred options |
| | 2.3 | Prepare documentation for preferred options |
| | 2.4 | Use terminology and language appropriate to the industry and workplace |
| 3 Plan practical placement | 3.1 | Participate in conversations with appropriate personnel |
| | 3.2 | Identify employer expectations |
| | 3.3 | Discuss own skills, knowledge, experience and expectations of the placement |
| | 3.4 | Present prepared documentation |
| | 3.5 | Make arrangements for work placement |
| 4 Participate as a member of the workplace under supervision | 4.1 | Complete workplace tasks in accordance with Workplace Health and Safety requirements |
| | 4.2 | Follow work routine as directed |
| | 4.3 | Communicate in the workplace as required |
| | 4.4 | Locate workplace supports and access if required |
| | 4.5 | Document work routine and record experience as appropriate |
| 5 Debrief and evaluate work experience | 5.1 | Review main aspects of the work experience |
| | 5.2 | Assess personal strengths and weaknesses in relation to the placement |
| | 5.3 | Re-establish goals for enhancement of work related skills |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary to talk about familiar topics, such as industry and workplace requirements, own skills, knowledge and experience in relevant industry or workplace
- vocabulary which is sufficiently broad to encompass straightforward employment-related needs
 - to get the gist of workplace related conversations which are clear and straightforward
 - to participate in workplace related transactions
- conventions in conversation, such as making requests for assistance or explanation, strategies to get the interlocutor to repeat or explain words and phrases, questions
- draw on prior knowledge together with knowledge of textual cues and text structures to predict content and meaning of information related to the workplace
- read and interpret signs and other visual texts in the workplace
- a range of modals and modal forms, including negative form of
 - *need to* and *have to*
- generally intelligible pronunciation with effective use of stress and intonation although speaking may be characterised by hesitations and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- a range of registers, styles and conventions used in spoken discourse in the workplace
- a range of verbal and nonverbal strategies and conventions in conversation
- features of text organisation related to personal documentation, such as a CV and covering letter
- aspects of Australia's culturally diverse workplaces
- common colloquialisms related to the workplace
- recognition of some inferred meaning, such as logical, contextual, paralinguistic, for example use of voice for effect (intonation and emphasis), facial expressions related to workplace communication

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.

Terminology and language may include:

- vocabulary relevant to a practical placement
 - expectations
 - responsibilities
 - employer

Placement requirements may include:

- completing required forms
- obtaining necessary permission signatures
- complying with WH&S requirements

Documentation may include:

- Curriculum Vitae listing previous education and work experience
- covering letter which includes highlighting the reasons for your interest in the placement
- examples of activities from a previous work placement

Conversations may include:

- using register appropriate to the context
- using polite expressions to open and close conversations
- responding to questions and asking questions as appropriate
- using straightforward everyday expressions appropriate to the context
- responding to issues and presenting proposals
- responding to and making requests

Employer expectations may include:

- attendance times
- breaks
- advising absence
- duties
- reporting relationships

Workplace Health and Safety requirements may include:

- WH&S legislation
- codes of practice
- anti-discrimination measures
- industrial relations
- seating
- manual handling
- hazard identification
- PPE (personal protective equipment)
- dangerous goods
- personal safety requirements

Following the work routine may include:

- working in teams
- following directions
- completing tasks as instructed

Communicating in the workplace may include:

- spoken communication, such as asking for assistance or clarification, following or giving instructions, liaising with customers
- reading workplace information, identifying the context and purpose, and the main idea, such as signs, operating procedures, policies
- completing workplace documentation, applying conventions appropriately, such as in templates, messages or shift reports
- casual conversations to build team relationships

Workplace supports may include:

- policies
- programs or persons responsible for issues in the workplace, such as racial discrimination, workplace bullying

Recording experience may include:

- log book
- employer report
- statement of duties
- journal

Strengths and weaknesses may include:

- own language abilities in relation to workplace communication procedures
- use of workplace terminology
- familiarity with workplace processes and procedures

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to:
 - source information about practical work placement options
 - plan and participate in a work placement including completing workplace tasks and seeking assistance as appropriate
 - interpret and respond to a range of workplace communication requirements
 - evaluate own practical placement

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of EAL resources including
 - bilingual resources and/or other digital or paper based resources for support
 - a bilingual dictionary, and/or an English-English dictionary
- a workplace environment
- mentors and other people in the workplace
- access to digital devices to prepare documentation for the workplace

Assessment practices should consider the learner's need to work independently and seek support as needed including:

- contextual support, such as in relation to unfamiliar jargon, some aspects of the workplace culture, and workplace expectations
- assistance in preparing information related to work placement

Assessment also needs to take into consideration

- time to read and interpret workplace texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- portfolio of documentation relevant to workplace participation
- observation of speaking and listening skills in formal workplace exchanges
- photographs or other visual evidence of participation in the workplace
- verbal questioning / interviews to assess the learner's own evaluation of the work experience
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge related to work placement

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|---|---|
| Unit Code | VU22635 |
| Unit Title | Present and listen to complex oral presentations in an employment or professional context |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to present and listen to complex oral presentations in English in an employment or professional context.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of indicators of competence in Oral Communication at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their speaking and listening skills in English in general employment or professional contexts. Contexts may include fields in which specialised or technical language is used, for example the health and engineering professions. |
| 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 Demonstrate critical understanding of a range of information from an oral presentation | 1.1 Identify the purpose and context of the <i>oral presentation</i> 1.2 Identify the <i>tone, register and style</i> of presentation 1.3 Identify the main ideas and supporting details 1.4 Comment on the effectiveness of the presentation, and give an opinion on one or more aspects 1.5 Identify inferred meanings, irony, nuance and idioms as appropriate |

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|--|---|
| 2 Give an oral report or presentation in an employment or professional context | 2.1 Use knowledge of <i>conventions of presentations</i> to prepare presentation |
| | 2.2 Explain the <i>intention or purpose</i> of the report or presentation |
| | 2.3 Use the processes of planning and drafting to list and sequence key points and details required |
| | 2.4 Use language and expressions appropriate to the genre and audience |
| | 2.5 Use <i>supports</i> as appropriate |
| | 2.6 <i>Respond</i> to requests for clarification or information as appropriate |
| | 2.7 Draw on feedback from others to evaluate own performance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions relevant to employment related topics or interests
- a wide range of common collocations
- simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, including active and passive
- most modal forms
- a wide range of phrasal verbs which include a number of particles, such as *take into account*, *carry on with*
- a wide range of adjectives, adverbs, adverbial phrases and prepositional phrases to describe and convey information and expand on ideas
- a wide range of discourse markers to develop ideas and their relationship to each other, to interpret and convey meaning, signal intention, such as *accordingly*, *subsequently*, *consequently*
- a wide range of conjunctions, such as
 - conjunctions of time, for example *after*, *until*
 - cause and effect, for example *because*, *so*
 - contrast, for example *although*, *while*
 - condition, for example *if*, *unless*
- use intelligible pronunciation
- demonstrates generally appropriate flow of speech though may have occasional repetition, hesitation or self-correction

Required Sociolinguistic and Cultural Knowledge and Skills:

- use tone, intonation and stress to influence meaning in spoken language, such as to emphasise a point
- a range of registers, styles and conventions used in oral presentations in an employment or professional context
- a wide range of common idioms and colloquial expressions as they relate to spoken texts relevant to presentations in an employment or professional context
- an awareness of English varieties
- a range of verbal and paralinguistic strategies
- recognition of a range of cues for inferred meaning, such as logical, contextual and paralinguistic (pause, stress, use of silence, facial expression)
- distinguish fact and opinion, irony, understatement, exaggeration in oral 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.

Oral presentation may include:

- presentation of information
- description / case study
- lecture
- radio / TV / DVD video documentary

Tone, register and style may include:

- tone - mood or emotional state of the speaker (serious, knowledgeable, happy, anxious, calm)
- register - complex oral presentations are likely to follow a standard format. Language use is usually impersonal with standard grammar and intelligible pronunciation, although there may be local variations
- style - complex aural texts are likely to be one-way communications, with specialist content, and no or little on-going input from listeners

Conventions of presentations may include:

- specific introductory and closing remarks
- use of discourse markers to signal topic shifts
- use of paralinguistic features of speech and body language
- use of visual supports

Intention or purposes may include:

- presentation of information on topics specific to the profession, industry or workplace

Supports may include:

- electronic presentation
- visual materials, such as posters, graphics, diagrams
- physical props, such as models

Respond may include:

- paraphrasing
- asking questions to clarify misunderstanding
- providing additional 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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to demonstrate critical understanding of a range of information from an oral presentation in an employment or professional context
 - present information consistent with conventions of presentations, and appropriate to the genre and audience

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate EAL resources such as a bilingual dictionary, and/or an English-English dictionary
- audience participants for the presentation
- assessment practices consider the learner's need for contextual support, for example in relation to aspects of the local culture, discourse styles, register and jargon used in the employment or professional context

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of the learner's performance in giving an oral report or presentation
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used to give complex presentations in an employment or professional context

| | |
|---|---|
| Unit Code | VU22636 |
| Unit Title | Give and follow a range of complex instructions in an employment context |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to analyse and give complex spoken instructions in a work context.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of indicators of competence in Oral Communication at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their speaking and listening skills in English in a wide range of informal and formal situations. The situation in which these skills are applied is broad, and encompasses a range of job roles and industry areas in general employment and professional contexts. |
| 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 complex verbal instructions in a workplace context | 1.1 Identify <i>distinguishing linguistic structures and features</i> of a <i>procedural oral text</i> 1.2 Identify the purpose and expected outcomes for the instructions or directions 1.3 Determine the sequence and steps required 1.4 Identify equipment, tools or resources required 1.5 Determine the importance of each step and any warnings, or qualifying instructions 1.6 <i>Request restatement or clarification</i> as required |

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|---|---|
| 2 Give complex spoken instructions in a workplace context | 2.1 Explain the purpose and expected outcome of the instructions |
| | 2.2 Use discourse markers to explain the steps and sequence required to complete the task |
| | 2.3 Identify the equipment, tools or resources required to complete the instructions |
| | 2.4 Highlight the main considerations, dangers, risks of the steps required as appropriate |
| | 2.5 Respond to requests for clarification |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions for a wide range of topics related to employment interests
- a wide range of common collocations
- simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, including active and passive and imperative verb tense
- most modal forms, such as *should, must, can*
- a wide range of questions and instructions using a range of verb forms
- a wide range of phrasal verbs, such as *think through, think over, put off, put through*
- a wide range of adjectives, adverbs, adverbial phrases and prepositional phrases
- a wide range of discourse markers, such as *first, second, then, next*
- a wide range of conjunctions (subordinating and coordinating)

Required Sociolinguistic and Cultural Knowledge and Skills:

- use tone, intonation and stress to influence meaning in spoken language, such as change of pace which indicates a new or important point is about to be made
- a wide range of registers, styles and conventions used in spoken discourse
- a wide range of common idioms and colloquial expressions
- an awareness of English varieties
- recognition of a range of cues for inferred meaning, such as logical, contextual and paralinguistic (body language)
- knowledge of aspects of Australian workplace culture which may impact on how instructions can be delivered, such as politeness forms

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.

Distinguishing linguistic structures and features may include:

- sequenced instructions
- imperative verb forms
- discourse markers

Procedural oral text may include:

- how to operate a piece of machinery or equipment
- evacuation procedures
- induction procedures
- handover from one shift to another
- OHS / WHS procedures
- location of goods and services

Request restatement or clarification may include:

- creating questions
- requesting a change of pace

Discourse markers may include:

- therefore
- accordingly
- subsequent
- consequently

Considerations, dangers, risks may include:

- consequences of not following procedures

Respond to requests for clarification may include:

- adjusting gesture and other paralinguistic features
- repeating instructions
- paraphrasing instructions
- adjusting speed / volume of delivery

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to give and follow complex instructions in an employment context

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - bilingual resources and other resources for support, for example relevant models and examples related to giving and following instructions
 - a bilingual dictionary, and / or an English-English dictionary

Assessment practices should consider the learner's need for:

- contextual support, such as in relation to unfamiliar jargon, and some aspects of the local culture
- time to work out meaning or requirements of complex instructions

Method(s) of assessment

The following are suggested assessment methods for this unit:

- portfolio of evidence demonstrating analysis of a complex verbal instruction
- observation of the learner giving complex spoken instructions
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to give and analyse complex instructions

| | |
|---|---|
| Unit Code | VU22637 |
| Unit Title | Read and write complex texts for employment |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to read complex instructions and formal communications in an employment context, and to write a complex workplace text.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills to satisfy employment requirements. The application of knowledge and skills described in this unit applies broadly across a range of job roles and industry areas. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Interpret complex written instructions for a workplace task | <p>1.1 Identify the purpose of <i>complex instructions and procedures</i></p> <p>1.2 Identify <i>conventions used in instructions</i></p> <p>1.3 Identify the requirements of the instructions</p> <p>1.4 Comment on the <i>effectiveness</i> of the instructions</p> |
| 2 Interpret complex formal written workplace communications | <p>2.1 Identify the <i>conventions of complex formal written workplace communications</i></p> <p>2.2 Identify the key content and supporting details</p> <p>2.3 Identify stated and inferred meaning</p> |

- 2.4 Discuss the means used by the writer to convey information
 - 2.5 Analyse the effectiveness of the document
- 3 Write a complex workplace text
 - 3.1 Identify purposes and writing styles for ***complex texts in a workplace context***
 - 3.2 Identify and apply conventions appropriate to the task
 - 3.3 Plan and draft the text
 - 3.4 Include supporting information as appropriate
 - 3.5 ***Review*** and amend draft

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- varied vocabulary and terminology including jargon specific to topic, chosen field of knowledge or particular context
- understanding of a wide range of collocations, such as *make progress*, *flatly reject*, *be interested in*
- a range of formal texts for employment purposes containing simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, including active and passive
- reported speech (questions / instructions) with a range of reporting verbs, such as *admit*, *confirm*, *mention*) and verb forms
- most modals and modal forms
- definite and indefinite article
- a wide range of phrasal verbs
- a wide range of adjectives, adverbs, and adverbial phrases
- a wide range of conjunctions, such as:
 - conjunctions of time, for example *after*, *until*,
 - cause and effect, for example *because*, *so*
 - contrast, for example *although*, *while* and
 - condition, for example *if*, *unless*
- a wide range of discourse markers to sequence and structure text, such as to express addition, cause and effect, contrast (for example with *however*), sequence and time
- a wide range of adverbial phrases, prepositions and prepositional phrases
- understands that different sources will present different perspectives, and recognises how text, language and structure influence the reader to adopt particular views and positions
- a wide range of linguistic features and conventions in a range of genres, such as instructions, informal messages, and formal written communications, including visual material

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of registers and style relevant to an employment context
- recognition of a range of cues for inferred meaning, such as logical, contextual
- ways of detecting the writer's tone, intention and attitude
- distinguish fact and opinion, irony, understatement, exaggeration in texts
- a range of common idiomatic and colloquial expressions relevant to the employment context
- level of formality requirements for conveying a message in electronic and print forms (e.g. workplace memoranda, messages of request, social media messages) for a wide variety of purposes related to employment

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 instructions and procedures may include:

- many steps or complexity in interpretation, such as
 - operation of equipment / machinery / computer programs
 - protocols for various workplace activities
 - standard operating procedures

Conventions used in instructions may include:

- formatting devices, such as large type, numbered instructions, dot points
- formatting and style particular to an industry or workplace
- discourse markers
- supporting visual information, such as icons / diagrams
- tone, such as warning, advisory, impersonal
- register

Effectiveness may include:

- the clarity, use of visuals, words used
- whether there were enough steps / easy or difficult to follow

Conventions of formal written workplace communications may include:

- formatting and style particular to an industry or workplace
- forms of address appropriate to purpose
- formal subject title, using workplace file number or other identifier
- statement of purpose, details, desired response / recommendation / request (confirm, inform or clarify action)
- appropriate closing with title and position
- awareness of audience
- correct spelling and punctuation, capitalisation, dates and numbers (and their abbreviations)
- format may require word processed document
- language which follows the conventions of politeness and formality, such as no slang or colloquial language, no emotional language

Complex texts in a workplace context may include:

- agenda / minutes
- reports / reviews
- incident reports
- specifications for equipment / occupational health and safety
- evacuation plans

Review may include:

- accessing support from teacher or others to check that the text:
 - clearly conveys the main ideas and supporting detail
 - uses language, format and content appropriate to the purpose
 - is at the right level of formality for audience and purpose
- checking EAL online and print resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation and word choice

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - interpret complex written instructions for a workplace task
 - interpret and produce complex formal written workplace communications

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - bilingual resources and other digital or paper based resources for support, for example texts as models
 - a bilingual dictionary, and/or an English-English dictionary
- acknowledgement of the L2 user, such as cultural differences in written texts for employment

Assessment practices should consider the learner's need to initiate support from a range of established resources such as:

- contextual support, in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations

- assistance in reviewing texts prior to the final draft

Assessment also needs to take into consideration

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- discussion to assess interpretation of complex workplace texts
- a portfolio of writing samples which include evidence of planning, drafting and reviewing
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to read, write and edit complex texts for employment.

| | |
|---|---|
| Unit Code | VU22638 |
| Unit Title | Critically read and write formal letters and complex prose texts for professional purposes |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to critically read and write formal letters and complex prose texts in a professional context. Texts may be in printed and/or digital format.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills to satisfy professional requirements. The application of knowledge and skills described in this unit applies broadly across a range of job roles and industry areas in a professional context. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Critically read formal letters in a professional context | <p>1.1 Describe the <i>structure and conventions</i> of a <i>formal letter</i> used by the profession</p> <p>1.2 Determine the purpose of the message or letter</p> <p>1.3 Identify the register and explain the writer's tone, intention and attitude</p> <p>1.4 Identify the main points, supporting details and expected outcomes</p> <p>1.5 Identify specialised vocabulary related to the profession</p> <p>2.1 Identify the purpose and conventions of a formal letter</p> |

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| 2 Write formal letters for professional purposes | 2.2 Plan and draft a formal letter 2.3 Apply the conventions of formal letters appropriate to the audience 2.4 Use a range of vocabulary with suitable nuance, and cohesive devices appropriate to the task 2.5 Use jargon and professional terminology as appropriate 2.6 Review draft and make amendments as required |
| 3 Critically read complex documents related to the profession | 3.1 Identify distinguishing linguistic structures and features of complex documents relevant to the profession 3.2 Scan text for main ideas or contentions 3.3 Identify key vocabulary items and their meaning 3.4 Identify the key information and supporting details accurately 3.5 Identify any inferred meaning |
| 4 Write complex prose based on a detailed text | 4.1 Identify distinguishing linguistic structures and features of required text 4.2 Identify the purposes of reproducing information from texts 4.3 Locate, record, paraphrase and synthesise complex information 4.4 Sequence information into cohesive paragraphs 4.5 Review draft and make amendments as required 4.6 Evaluate effectiveness of writing |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- varied vocabulary and terminology including jargon related to professional interests
- understanding of a wide range of common collocations, such as *make progress*, *be interested in*
- a wide range of simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, including active and passive
- reported speech (questions / instructions) with a range of reporting verbs (such as *admit*, *confirm*, *mention*) and verb forms
- a wide range of conditionals and modals
- definite and indefinite article
- a wide range of phrasal verbs, adjectives, adverbs, adverbial phrases and adjectives
- a wide range of conjunctions, such as
- conjunctions of time, such as *after*, *until*
 - cause and effect, for example *because*, *so*
 - contrast, for example *although*, *while*
 - condition, for example *if*, *unless*
- a wide range of discourse linkers to develop ideas and their relationship to each other, to interpret and convey meaning, signal intention, such as
 - *accordingly*, *subsequently*, *consequently*
- understands that different sources will present different perspectives, and recognises how text, language and structure influence the reader to adopt particular views and positions
- principal conventions of formal letters and complex prose texts

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of registers and style appropriate to a professional context
- recognition of a range of cues for inferred meaning, such as logical, contextual
- ways of detecting the writer's tone, intention and attitude
- distinguish fact and opinion, irony, understatement, exaggeration in texts
- idioms and colloquialisms relevant to the professional context
- formality requirements for formal letters and complex prose texts in electronic and print forms for a wide variety of purposes related to professional purposes

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.

Structure and conventions may include:

- forms of address, salutations and closings
- formatting and layout style
- correct spelling and punctuation, capitalisation, dates and numbers (and their abbreviations)

Formal letter may include:

- referral letters
- letters of request
- advice re products / equipment / materials
- tender requests

Plan and draft may include:

- developing an outline including
 - paragraphs with topic sentences and supporting information
 - organising paragraphs in logical sequence
- drafting with specific attention to the grammar, syntax, text organisation and coherence, connectors and cohesive devices, collocation, tone, and style

Review may include:

- accessing support from teacher or others to check that the draft
 - clearly conveys the main ideas and supporting detail
 - uses language appropriate for the audience
 - uses language, format and content appropriate to the purpose
- checking EAL resources and dictionaries to review language items
- using word processing tools to check spelling and grammar
- reading aloud to improve punctuation, word choice

Distinguishing linguistic structures and features may include:

- specialised vocabulary
- using voice appropriately (active / passive)
- logical and transparent organisational structure
- using linking devices effectively to demonstrate complex conceptual connections and/or causal connections
- using referencing / citing of sources

Complex documents may include:

- research reports
- journal articles
- reading tests
- forms
- equipment instructions / product promotional materials
- online texts

Complexity involves consideration of

- linguistic complexity
 - consistent with the Required Knowledge and Skills section of this unit
- length
 - must be determined by the writing context and purpose
 - texts, for example reports and essays will be detailed (sustained or extended) and include number of coherently linked paragraphs with detailed examples and explanations or supporting evidence for a point of view
 - short texts, for example summaries, proposals or test responses may also be appropriate for inclusion

Effectiveness may include:

- clarity, voice, structure, expression of the writing style
- effectiveness of supporting information
- accuracy of information
- extent to which the writer conveyed their point of view, where this is appropriate to the genre

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - critically read and write formal letters for professional purposes
 - critically read and write complex prose texts for professional purposes
 - review, amend and evaluate own written texts

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - bilingual resources and other digital or paper based resources for support, for example texts as models
 - a bilingual dictionary, and/or an English-English dictionary
- acknowledgement of the L2 user, such as cultural differences in written texts

Assessment practices should consider the learner's need to initiate support from a range of established resources such as:

- contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations
- assistance in reviewing texts prior to the final draft

Assessment also needs to take into consideration

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- discussion to confirm the ability to critically read formal letters and complex documents
- a portfolio of writing showing drafting and review
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to critically read and write formal letters and complex prose texts in a professional context.

Unit Code**VU22639****Unit Title****Critically read, write and edit complex descriptive texts in a professional context****Unit Descriptor**

This unit describes skills and knowledge required by EAL learners to critically read and write complex English language descriptive texts, apply knowledge of discourse and language use, and edit a written text in a professional context.

The outcomes described in this unit relate to:

- The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4
- and
- the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to learners wishing to develop their English language reading and writing skills to satisfy professional requirements. The application of knowledge and skills described in this unit applies broadly across a range of job roles and industry areas in a professional context.

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 Critically read complex descriptive texts related to the profession

- 1.1 Identify the key topic of the ***complex descriptive text***
- 1.2 Identify the key details described
- 1.3 Note specific information from the text as required
- 1.4 Critically evaluate the quality of information given

- 2 Write complex descriptive texts in a professional context

- 2.1 Identify the ***purposes and conventions of complex descriptive texts***
- 2.2 ***Plan and draft*** to sequence information effectively
- 2.3 Include required details and explanations

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| | 2.4 | Use a range of vocabulary appropriate to the document and the context, with appropriate nuance and connotations | |
| 3 | Apply knowledge of discourse and language use to complex descriptive texts | 3.1 | Select specific language items in written texts for analysis |
| | | 3.2 | Use language terminology to describe language structure and use |
| | | 3.3 | Comment on the effectiveness of language use in complex descriptive texts |
| 4 | Edit a complex descriptive text | 4.1 | Select relevant sections to be rewritten |
| | | 4.2 | Identify key elements which need to be corrected |
| | | 4.3 | Use a variety of sources to determine alternative words, expressions, structures or phrasing |
| | | 4.4 | Review draft and make amendments as required |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- varied vocabulary and terminology including jargon related to employment and/or professional interests
- understanding of a wide range of common collocations, such as *make progress*, *be interested in*
- a wide range of simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, including active and passive
- reported speech (questions / instructions) with a range of reporting verbs (such as *admit*, *confirm*, *mention*) and verb forms
- a wide range of conditionals and modals
- definite and indefinite article
- a wide range of phrasal verbs, adjectives, adverbs, adverbial phrases and adjectives
- a wide range of conjunctions, such as:
 - conjunctions of time, for example *after*, *until*
 - cause and effect, for example *because*, *so*
 - contrast, for example *although*, *while*
 - condition, for example *if*, *unless*
- a wide range of discourse linkers to develop ideas and their relationship to each other, to interpret and convey meaning, signal intention, such as *accordingly*, *subsequently*, *consequently*
- understands that different sources will present different perspectives, and recognises how text, language and structure influence the reader to adopt particular views and positions
- principal conventions of descriptive texts

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of registers and styles appropriate to a professional context
- recognition of a range of cues for inferred meaning, such as logical, contextual
- ways of detecting the writer's tone, intention and attitude
- distinguish fact and opinion, irony, understatement, exaggeration in texts
- idioms and colloquialisms relevant to the professional context
- formality requirements for complex descriptive texts in electronic and print forms for a wide variety of purposes related to a professional context

Required Numeracy Knowledge and Skills:

- recognise, select and interpret mathematical information embedded in descriptive texts used in a professional context where required

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 descriptive text may include:

- journal / newspaper articles
- professional information texts, such as research articles
- considerations of linguistic complexity
- considerations of length
 - descriptive texts which are detailed (sustained or extended) and include a number of coherently linked paragraphs with detailed examples and explanations or supporting evidence for a point of view
 - short texts, for example summaries, proposals or test responses may also be appropriate depending on their level of complexity

Purposes and conventions of complex descriptive texts may include:

- purposes
 - inform
 - stimulate discussion or debate
 - present a point of view
 - present outcomes from new research for peer review
- conventions
 - clear statement of thesis
 - details and evidence that support the thesis
 - clear structure, for example chronological, general to specific
 - logical conclusion

Plan and draft may include:

- developing an outline, including
 - paragraphs with topic sentences and supporting information
 - organising paragraphs in logical sequence
- drafting with specific attention to the grammar, syntax, text organisation and coherence, connectors and cohesive devices, collocation, tone, and style

Specific language items may include:

- language to describe language features and functions
- the rules of grammar, such as parts of speech, syntax, word order, inflections, agreement
- collocations
- idioms and colloquial language
- discourse signals, cohesive devices
- pitch, stress, intonation and meaning

Language terminology may include:

- meta-language, that is, a range of terms used in English grammar teaching texts
- language to describe word level features, such as word endings, suffixes, prefixes, and text level features, such as genre, register, collocations

Effectiveness of language use may include:

- use of correct forms to convey meaning
- whether the clarity of the text could be improved, for example by revisions of grammar, verb tense, use of articles

Key elements may include:

- items of grammar, such as articles, agreement, inflection, tense
- collocation
- cohesive devices

Variety of sources may include:

- dictionary (English – English)
- thesaurus
- grammar text
- online language resources

Review draft may include:

- accessing support from teacher or others to check that the text
 - clearly conveys the main ideas and supporting detail
 - uses language and terminology appropriate for the audience
 - uses language, format and content appropriate to the purpose
- checking EAL print and online resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation, grammar and word choice

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to critically read, write and edit complex descriptive texts in a professional context.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - bilingual resources and other digital or paper based resources for support, for example texts as models
 - a bilingual dictionary, and/or an English-English dictionary
- acknowledgement of the L2 user, such as cultural differences in written texts

Assessment practices should consider the learner's need to initiate support from a range of established resources such as

- contextual support, in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations
- assistance in reviewing texts prior to the final draft

Assessment also needs to take into consideration

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- discussion to confirm the ability to critically read complex descriptive texts
- a portfolio of writing samples which include evidence of planning, drafting and reviewing
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to critically read, write and edit complex descriptive texts in a professional context.

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| Unit Code | VU22640 |
| Unit Title | Give straightforward oral presentations for study purposes |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to participate in further study contexts that involve the presentation and discussion of ideas and information in straightforward formal presentations and formal group interactions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3 <p>and</p> <ul style="list-style-type: none"> the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 2+ / 3 and Listening 2+ / 3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language speaking and listening skills to participate in formal group interactions and individual formal presentations. Application of presentation skills can occur in a range of further study or higher education contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Prepare for a formal group interaction in a study context | 1.1 Determine <i>the purpose of the group interaction</i> 1.2 Clarify <i>roles</i> of each participant 1.3 Identify discussion topics / issues and plan for individual contribution 1.4 Confirm contribution with group participants |
| 2 Participate in a formal group interaction in a study context | 2.1 Present own contribution according to plan 2.2 Use a range of <i>expressions and strategies to participate and to present information and ideas</i> to others |

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| | 2.3 | Respond to requests for clarification and give explanations as required |
| | 2.4 | Ask and respond to questions about the discussed topic or topics |
| 3 Prepare an oral presentation based on a researched topic | 3.1 | Clarify the topic, <i>purpose, audience and other requirements</i> of the <i>presentation</i> |
| | 3.2 | Locate, select and evaluate research information from a <i>range of sources</i> |
| | 3.3 | Use the processes of planning, drafting and editing to produce <i>a plan</i> of a structured presentation |
| | 3.4 | Identify and access <i>aids and supports</i> appropriate to the planned presentation and confirm availability |
| | 3.5 | <i>Rehearse</i> planned presentation to meet requirements and make appropriate adjustments |
| 4 Give an oral presentation based on research | 4.1 | Organise prepared materials |
| | 4.2 | Use effective openings and closings in the presentation |
| | 4.3 | Present information according to the presentation plan using <i>strategies and language</i> to engage the audience |
| | 4.4 | Use prepared aids and supports effectively |
| | 4.5 | Encourage audience to seek clarification and respond effectively to any questions from the audience |
| 5 Review performance in formal group interactions and oral presentations | 5.1 | Seek <i>feedback</i> from the audience on the effectiveness of the presentation |
| | 5.2 | Seek feedback from teacher or other group members on contribution to group interaction |
| | 5.3 | Conduct a review of performance according to relevant <i>criteria</i> |
| | 5.3 | Discuss performance and potential for improvements to future contributions and presentations with <i>a support person</i> |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary for a range of straightforward topics in a study context
- a range of verb tenses and aspects, which may include present perfect continuous, past perfect, present and past simple passive, and conditional such as *with if* and *unless*
- dependent clauses introduced by words such as *although*, *when*, *if*, *while*
- a range of discourse markers and conjunctions to link ideas and concepts, add information or contrast ideas in formal presentations
- a range of modal forms including negative such as *with need to*, *have to*
- a range of phrasal verbs, adverbs, adverbial phrases and adjectives
- generally intelligible pronunciation with effective stress and intonation, although speaking may be characterised by hesitations and circumlocution
- processes of planning, drafting and editing to prepare interactions and presentations

Required Sociolinguistic and Cultural Knowledge and Skills:

- register required in formal interactions and presentations in further study contexts
- conventions to participate in oral group interactions such as turn taking, rebuttals and interruptions
- a limited range of colloquial expressions and some common idioms in informal interactions
- use of tone, stress and intonation to modify meaning such as to convey emphasis on important information
- recognition of cues for inferred meaning, such as logical, contextual and paralinguistic (pause, stress, use of silence, facial expression)
- detect and respond to opinions, attitudes in oral group interaction

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.

Purpose of the group interaction may include:

- tutorial presentation
- class discussion on a prepared topic or issue
- group responses to tutorial presentation such as peer evaluation
- research activity
- field work
- survey / questionnaire set-up and report on findings
- group project
- interview / panel

Roles of participants may include:

- convenor / organiser/ team leader
- note taker
- team member

Expressions and strategies to participate and to present information and ideas may include:

- openings and closings
- discourse strategies such as appropriate expressions for interrupting, turntaking
- effective use of aids such as visuals
- paralinguistic strategies, such as making eye contact with audience or convenor, using stress and intonation to emphasise key words

Purpose, audience may include:

Purpose

- class presentation assessed or not assessed
- presentation / discussion of results of field work to tutorial group
- presentation of opinion on an issue

Audience

- familiar or unfamiliar audience, such as another group of students or assessors

Other requirements of the presentation may include:

- assessment criteria to be met such as length of presentation
- audio or visual supports required
- register, voice such as personal or impersonal style
- grammatical and lexical accuracy

Range of sources may include:

- notes on a topic from a class or lecture
- online lecture notes from specific fields of study
- notes based on printed or internet research
- report / interview / news item

Plan may include:

- dividing group contribution or presentation according to headings and subheadings
- structure such as introduction, development, examples, conclusion
- collecting information and looking up words and expressions
- cue cards
- rehearsing difficult words and expressions
- practising timing of presentation

Aids and support may include:

- photos
- charts, diagrams
- PowerPoint presentation
- printed handouts
- use of video clips or other visual supports

Rehearse may include:

- timing presentation
- focus on pronunciation, stress and intonation
- eye contact
- rehearsing opening and closing
- running through technology requirements
- videoing own performance and reviewing for effectiveness

Strategies and language to engage the audience may include:

- discourse markers
- non-verbal strategies such as eye contact, facial expressions
- humorous anecdotes
- vocabulary and expressions which are delivered clearly and audibly
- rhetorical questions
- generally intelligible pronunciation

Feedback may include:

- one to one or group discussion after the presentation
- use of feedback sheet

Criteria may include:

- checklist of required items
- clarity of communication
- feedback received

A support person may include:

- teacher
- teacher aide
- mentor / volunteer tutor
- peer

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - plan for and participate in a group interaction for study purposes
 - plan, present and adjust oral presentations using relevant research information, supports and resources appropriate to the topic, purpose and audience
 - review own performance in group and individual performance and seek and respond to feedback to make improvements to performance

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of EAL resources such as
 - a bilingual dictionary, and/or an English-English dictionary
- resources for research purposes such as internet and library resources
- participants for group interaction and audience for presentation
- a support person to provide feedback on performance
- software, aids and supports for the presentation

Assessment practices should consider the learner's need for contextual support, in relation to the discourse styles, register and jargon used in the further study context

Learners should be able to use stress and intonation effectively, although speaking may be characterised by hesitations and circumlocution

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of performance in formal group interaction and oral presentation
- review of notes, aids and supports used in both preparation and presentation
- portfolio documenting evidence of planning and preparation for presentation
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used to give presentations for study purposes

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| Unit Code | VU22641 |
| Unit Title | Participate in a range of straightforward interactions for study purposes |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to participate in a range of straightforward interactions for study purposes. This involves making straightforward verbal requests and suggestions, relating and responding to verbal instructions, and participating in group work and informal group discussions.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 2+ / 3 and Listening 2+ / 3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their listening and speaking skills in English to satisfy further study needs. The situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Make verbal requests and suggestions in a study context | <p>1.1 <i>Introduce the request or suggestion</i></p> <p>1.2 Clarify the main reasons for the request or suggestion</p> <p>1.3 Express reason, evidence or argument to support the request or suggestion</p> <p>1.4 Clarify ambiguous points and seek advice</p> |
| 2 Respond to verbal instructions related to study tasks | <p>2.1 Clarify the purpose of the <i>verbal instructions or questions</i></p> <p>2.2 Respond appropriately to familiar imperative and question forms</p> |

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| | 2.3 | Confirm the requirements of the instructions or questions and respond appropriately |
| | 2.4 | Record key information as appropriate |
| 3 Give instructions to complete a study related process or task | 3.1 | Identify the purpose for the instructions and the outcome of the process or task |
| | 3.2 | Convey the sequence and requirements of each step for successful completion of the process or task |
| | 3.3 | Identify and meet needs of audience |
| | 3.4 | Use non-verbal supports as appropriate |
| 4 Prepare for group work | 4.1 | List the key reasons for group work in further study |
| | 4.2 | Identify advantages and disadvantages of group work |
| | 4.3 | Confirm members of the group |
| | 4.4 | List key responsibilities and expectations of group members in further study contexts |
| | 4.5 | Identify strategies for dealing with problems within groups |
| 5 Participate in an informal group discussion | 5.1 | Use a range of strategies to initiate, maintain and manage an informal discussion |
| | 5.2 | Use informal expressions to enter and exit from discussion |
| | 5.3 | Express opinions and attitudes on a range of topics |
| | 5.4 | Clarify misunderstandings and ambiguous points |
| | 5.5 | Review the group discussion |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary for a range of straightforward topics in a study context
- a range of verb tenses and aspects, which may include present perfect continuous, past perfect, present and past simple passive, and conditional, such as *if* and *unless*
- a range of discourse markers and conjunctions to link ideas and concepts, add information or contrast ideas in formal interactions
- a range of modal forms including negative, such as with *need to*, *have to*
- a range of phrasal verbs, adverbs, adverbial phrases and adjectives to convey ideas, express opinions and attitudes, such as *I feel really strongly about this*
- reported speech
- generally intelligible pronunciation with effective stress and intonation, although speaking may be characterised by hesitations and circumlocution

Required Sociolinguistic and Cultural Knowledge and Skills:

- different registers required in different study contexts / fields including the differences between formal, such as requesting a re-assessment, and informal exchanges, for example speaking to a peer
- a limited range of colloquial expressions and some common idioms in informal interactions
- recognition of cues for inferred meaning, such as logical, contextual and paralinguistic (pause, stress, use of silence, facial expression)
- detect and respond to opinions, attitudes in spoken group interaction

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.

Introduce may include:

- use of modals to soften or express politeness, such as *I would like to see you about my essay, Would you mind if I saw you for a minute?*
- use of other 'softening' expressions, such as *I was wondering if...*
- getting attention with more forceful expressions such as *'Would everyone please listen to what I have to say...*

Request or suggestion may include:

- requesting permission to leave early / hand in work late, in a telephone call / face-to-face
- requesting advice or assistance with study, such as reading a draft
- requesting feedback on assessment
- asking for explanation
- suggesting a course of action in completing a study task, such as a group project

Verbal instructions or questions may include:

- an outline of requirements for a written report or essay
- instructions for a timed essay
- instructions for group work
- questions relating to study topics
- instructions about arrangements, such as field trips, excursions, tutorial presentations, group activities
- information about an assignment given over the telephone by another student

Requirements may include:

- filling in a form with correct details
- number of words required for a written piece
- length of time to spend on an activity
- required length of a spoken presentation
- meeting at a set time
- handing in work on a set date
- how to set out a report

Record key information may include:

- taking notes on the key requirements
- writing down questions asked
- making a note of a time and place

Process or task may include:

- explanation of a study task
- instructions for a group assignment
- instructions for a study related excursion, such as to a film or library
- explanation of how to access online information
- process for a science experiment

Needs of audience may include:

- need for clarification or repetition
- need for further information

Non-verbal supports may include:

- photos, videos, diagrams, charts, graphs
- written instructions
- cue cards / role cards

Group work in further study
may include:

- group projects
- discussion groups
- support groups
- lab groups
- seminars, work placements

Advantages and disadvantages of group work may include:

- opportunities to share ideas, gain new perspectives, clarify own thinking / attitudes, oral communication skills, developing interpersonal skills to deal with challenges and criticism
- workload is unequal or unfair, imbalances in group interaction, personal differences, prejudice, discrimination

Key responsibilities and expectations of group members may include:

- clear allocation of roles and tasks
- expectation that members support each other, work cooperatively
- expectation that members will listen and participate in discussion effectively
- review of progress, and adherence to deadlines

Strategies for dealing with problems may include:

- rephrasing
- concise questioning
- targeted questioning
- asking for clarification
- asking for repetition
- disagreeing and interrupting politely
- giving and receiving constructive criticism
- use of chairperson or other support person to address imbalances / conflict within group
- clarifying acceptable behaviour

Informal expressions may include:

- *Maybe we could...*
- *Hang on a minute...*
- *Wait a second...*
- *What do you reckon?*
- *Look, my idea is...*
- colloquial expressions

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - make requests and suggestions with supporting evidence
 - respond to and give instructions in a study context
 - prepare for group work in a further study context
 - participate in informal discussions in a study context which are of sufficient duration to allow learners to demonstrate consistency of performance and use a range of discourse strategies

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of EAL resources including
 - bilingual resources and other resources for support,
 - a bilingual dictionary, and/or an English-English dictionary
- participants for group interaction

Assessment practices should consider the learner's need for contextual support, such as discourse styles and register and jargon used in the study context

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of performance in an informal group discussion
- verbal questioning to confirm required linguistic, socio-linguistic and cultural knowledge and skills to participate in a range of interactions for study purposes

| | |
|---|--|
| Unit Code | VU22642 |
| Unit Title | Read and write straightforward texts for study purposes |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to develop reading, note-taking and writing skills to produce straightforward texts based on study needs. Texts may be in printed and/or digital format.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 2+ / 3 and Writing 2+ / 3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills to satisfy further study needs. The study situations in which these skills are applied are varied, and can be related to a range of further study or higher education research and report writing contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read straightforward texts for a range of study purposes | <p>1.1 Establish own <i>reasons or purpose</i> for reading a text</p> <p>1.2 Locate and access <i>a range of model texts relevant to study purpose</i></p> <p>1.3 Scan texts and select information relevant to study purpose</p> <p>1.4 Use <i>reading strategies</i> to identify main ideas, some details and opinions in the texts</p> <p>1.5 Assess the usefulness of the texts for the study purpose</p> |

- | | |
|---|--|
| 2 Analyse selected texts | 2.1 Analyse the <i>purpose and audience requirements</i> of the texts 2.2 Analyse the <i>structure and discourse features</i> of the texts 2.3 Identify specific <i>layout and formatting features</i> 2.4 Analyse the stance of the writer of the texts |
| 3 Record specific information from texts for a study task | 3.1 Review the <i>study task</i> and identify the information required to complete the task 3.2 Evaluate relevance of text for the study task 3.3 Use a range of <i>commonly recognised methods to record relevant information</i> clearly 3.4 Organise the information gained from reading to fit the research purpose 3.5 Review notes for accuracy and clarity |
| 4 Write a straightforward text for study purposes | 4.1 Determine the audience and purpose for the written text 4.2 Establish any <i>formal requirements</i> for the text 4.3 Locate, select and gather research information 4.4 <i>Record</i> research information 4.5 Develop an outline plan for the text using recorded research information 4.6 Sequence key points and supporting information using <i>required format</i> 4.7 Compose draft text |
| 5 Reference sources used in text | 5.1 Confirm the <i>required format and content for references</i> according to the study task 5.2 <i>Check accuracy</i> of references 5.3 Use the required referencing format to include references |
| 6 Review written text | 6.1 Check text meets requirements of audience and purpose 6.2 <i>Review</i> and edit key grammatical, spelling and punctuation features |

- 6.3 Determine clarity of information and vocabulary
- 6.4 Use ***proofreading and editing*** processes to review text
- 6.5 Review feedback and edit text accordingly
- 6.6 Submit final draft as required

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary for a range of straightforward topics related to study purposes
- understanding of common collocations, such as *express an opinion*, *give an example*
- sentence structures, such as simple, compound and complex sentences
- a range of tense and aspect forms, which may include the present perfect continuous and past perfect, passive voice and conditional (such as with *if* and *unless*)
- a range of discourse markers, connectives and cohesive devices to link ideas and concepts, add information or contrast ideas, such as *in addition*, *therefore*, *as a result*, *finally*
- a range of modal forms including negative, such as *need to*, *have to*
- definite and indefinite article
- reported speech with present tense, such as *Smith says*, *Smith thinks*, *Smith argues*
- a range of adverbial phrases, prepositions and prepositional phrases to convey the relationship between ideas, time and location
- a range of phrasal verbs to create meaning in further study texts
- paragraph structure
 - topic sentence
 - supporting details
 - linking devices

Required Sociolinguistic and Cultural Knowledge and Skills:

- commonly used registers related to further study writing
- some knowledge of aspects of the local culture as it relates to research, referencing and writing texts which draw on research for further study purposes
- a limited range of colloquial expressions and some common idioms in texts in a further study context
- recognition of cues for inferred meaning, such as logical and contextual
- ways of detecting the writer's tone, intention and attitude
- conventions of a range of text-types relevant to further study such as formality requirements in electronic and/or print forms
- use of model texts to guide production of a range of straightforward texts relevant to further study

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.

Reasons or purpose may include:

- establishing or confirming the topic
- preparing for essay / report / short answer on a specific topic
- preparing for oral presentation
- preparing research for a group report
- determining a particular point of view or argument for or against an issue
- locating and gathering a series of facts and figures for a class discussion

Range of model texts relevant to study purposes may include:

Paper based and online texts

- short answers, such as those required in an exam
- summary, such as a proposal or synopsis
- opinion piece
- argument (thesis – argument – conclusion)
- discussion (issue – point of view – conclusion)
- expository piece
- comparison and contrast piece
- discursive piece
- reflective piece
- observation notes
- case study
- email or letter, such as application for a course of study, scholarship, request for an extension
- article
- research questionnaire / survey
- letters / emails
- electronic presentation
- report / interview / news item
- print based dictionary / encyclopaedia
- chapters in text books / reference books
- journals
- newspaper articles
- online dictionaries
- online encyclopaedia, such as Wikipedia
- international newspaper / news sites, such as ABC online, BBC Learning English
- online lecture notes from specific fields of study

Reading strategies may include:

- skimming, scanning and detailed reading
- using knowledge of context, grammar and vocabulary and organisational structure of texts to work out meaning and relative importance of information
- using non-text elements in multimodal texts as clues
- using dictionary and grammar references
- collaborative reading
- summarising or paraphrasing

Purpose and audience requirements may include:

- familiar audience, such as immediate teacher / peer group
- formal and informal requirements, such as academic requirements, genre pattern / structure
- style and tone of writing to suit genre, such as reflective journals and case notes can contain personal observations, use of first person singular

Structure and discourse features may include:

- text pattern and structure, for example a paragraph with topic sentence, supporting details, linking devices
- chronological sequencing of events
- identification followed by description
- series of dot points which 'tell a story'

Layout and formatting features may include:

- word processed
- prose or formatted text, such as bulleted or numbered point form
- use of bold, italic and underlined text
- inclusion of diagrams / charts / tables
- visual elements / supporting illustrations
- layout of messages, such as email conventions

Study task may include:

- compiling a report
- preparing an oral presentation on a topic or issue
- doing an exam
- analysing a piece of writing
- comparing information from a range of sources

Commonly recognised methods for recording relevant information may include:

- highlighting, underlining and circling
- using key words as headings
- using outline numbering / bullets for supporting information
- hierarchical layout – indenting
- using lists
- paraphrasing
- using abbreviations, symbols, such as * and *NB* (important point)
- using quotations
- summarising
- drawing mind maps
- including graphics
- using tables

Formal requirements may include:

- audience and purpose
- assessment criteria
- number of drafts
- length, such as paragraph with topic sentence, supporting detail, linking devices
- detailed institutional requirements, such as cover page, signed plagiarism statement

Record may include:

- copying useful expressions, rhetorical patterns
- sourcing model texts as examples, such as topic sentences and ways of linking subsequent sentences

Required format may include:

- word processed
- cover sheet
- double spacing
- references
- footer / header

Required format and content for references may include:

- references with or without in-text referencing or end notes
- alphabetical by author
- title in italics or underlined depending on format used
- position of year, publisher depending on format used
- additional requirements for www references, such as date site visited

Check accuracy may include:

- checking correct spelling and punctuation, capitalisation, dates and numbers (and their abbreviations) using word processing tools where available
- checking all references are included
- reviewing details of references, such as year of publication, author, title, publisher

Review may include:

- re-reading text
- checking EAL resources and dictionaries to review language items
- using word processing tools to check spelling
- reading aloud to improve punctuation, grammar and clarity

Proofreading and editing processes may include:

- checking that paraphrasing is accurate
- ensuring that any direct quotes are acknowledged
- asking a support person or peer to check writing and provide feedback, such as on clarity of expression, spelling, grammar, vocabulary and structure
- using spell check in word processing program
- cross checking grammar, such as word endings, agreement
- accessing dictionary or language texts to check accuracy
- checking formatting of references is according to requirements, such as title in italics

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - locate and access a range of texts for study purposes
 - analyse the structure and discourse style and purpose of a range of straightforward texts relevant to further study purposes
 - evaluate texts in relation to study purpose
 - write and organise notes from written straightforward texts for further study purposes using appropriate methods and conventions
 - utilise information from research and notes to produce a range of straightforward texts comprising at least one appropriately structured paragraph for study purposes, using conventions to meet identified purposes
 - review texts and seek and respond to feedback to improve written text

Context of and specific resources for assessment

Assessment must ensure access to:

- appropriate texts related to study purposes for analysis
- a bilingual dictionary, and/or an English-English dictionary
- access to information about referencing conventions for appropriate study field

Assessment practices consider the learner's need to work independently and seek support as needed including

- contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations related to producing texts for study purposes
- assistance in reviewing texts prior to the final draft

Assessment takes into consideration

- time to read and analyse texts
- time to complete written texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- review of portfolio of evidence combined with direct questioning
- review of draft documents and response to feedback
- review of final documents
- analysis of responses to reading activities
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to analyse and produce a range of straightforward texts for study purposes

| | |
|---|---|
| Unit Code | VU22643 |
| Unit Title | Listen and take notes for study purposes |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to develop listening and note-taking skills from straightforward spoken texts relevant to study purposes.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 3 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 2+ / 3 and Listening 2+ / 3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language listening and writing skills to satisfy further study needs. The study situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Assess information from spoken texts for study purposes | 1.1 Confirm <i>purpose</i> and <i>prepare for listening</i> to a <i>text</i> 1.2 Clarify the topic and <i>audience</i> of the text 1.3 Assess the usefulness of the text for the study purpose 1.4 Identify main ideas and relevant details in the text 1.5 Identify <i>speaker's strategies</i> in presenting the material |
| 2 Write notes from spoken texts for study purposes | 2.1 Use a range of <i>commonly recognised methods for recording information</i> relevant to purpose 2.2 <i>Review</i> notes with <i>a support person</i> for accuracy and clarity |

2.3 Adjust notes according to review

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary for a range of straightforward topics in a study context
- a range of tense and aspect forms, which may include the present perfect continuous and past perfect, passive voice and conditional, such as with *if* and *unless*
- a range of discourse markers, connectives and cohesive devices used in spoken English to link ideas and concepts, add information or contrast ideas, such as
 - *in addition, therefore, as a result, finally*
- dependent clauses introduced by words, such as *although, when, if, while*
- a range of modal forms including negative, such as with *need to, have to*
- a range of adverbial phrases, prepositions and prepositional phrases to convey the relationship between ideas, time and location
- understands how tone, stress and intonation modify meaning

Required Sociolinguistic and Cultural Knowledge and Skills:

- some knowledge of aspects of the local culture as it relates to speeches, lectures and other spoken texts relevant to further study
- a limited range of colloquial expressions and some common idioms in texts in a further study context
- recognition of cues for inferred meaning, such as logical, contextual and paralinguistic (pause, stress, use of silence)

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.

The purpose may include:

- preparation for essay / report / short answer on a specific topic
- preparation for oral presentation
- preparation for a group report
- determining a particular point of view or argument for or against an issue
- locating a series of facts and figures for a class discussion

Preparing for listening may include:

- arranging to listen to a lecture
- arranging for a recorded version to be available for later reference
- obtaining a recorded speech from the internet (streaming / podcast / video on demand)
- accessing available support materials before and/or following listening, such as PPT slides or handouts
- accessing and listening to recorded lectures
- attending a group discussion / seminar
- obtaining access to television documentaries or other audio visual texts, such as feature films
- determining purpose, such as research for a group activity, report or essay, exam preparation
- determining audience – public or self – and how this will influence presentation of notes
- accessing a dictionary and other supports
- accessing texts about effective note taking

Texts may include:

- report / interview / news item
- online lecture notes from specific fields of study
- streaming, podcasts and VODs
- online or recorded model audio texts designed for EAL students

Audience may include:

- people familiar with the topic
- general listening public

Speaker's strategies may include:

- 'setting the scene': presenting a summary first
- following a straightforward structure, such as introduction, evidence or argument, conclusion
- discourse markers, connectives and cohesive devices to structure the information
- use of adverbial phrases, prepositions and prepositional phrases to convey the relationship between ideas, time and location
- use of tone, stress and intonation to emphasise key points
- summary of key points at the conclusion

Commonly recognised methods for recording information may include:

- note-taking
- making lists
- paraphrasing
- using abbreviations, symbols
- using quotations
- summarising
- layout and formatting to order information, such as
 - numbering / bullet point system
 - hierarchical layout - indenting

Review may include:

- re-reading notes following listening and expanding on them
- checking notes of a peer

Support person may include:

- teacher
- peer
- tutor
- mentor

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - interpret spoken texts and assess usefulness of information for relevance to study purposes
 - take notes from spoken texts for study purposes
 - review notes and seek and respond to feedback to improve written notes

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of EAL resources including
 - suitable spoken texts including those available on line
 - a bilingual dictionary, and/or an English-English dictionary
- a support person/s to provide feedback and guidance
- computers for production of word processed notes as required

Assessment practices should consider the learner's need for:

- occasional teacher support to interpret meaning and understand unfamiliar cultural references
- time to listen to and decode texts

Support for the learner in assessment of notetaking should take into consideration the following:

- contextual support in relation to cultural influences and expectations regarding conventions of academic note taking, such as noting names of sources / references during listening

Method(s) of assessment

The following are suggested assessment methods for this unit:

- review of portfolio of evidence documenting evidence of note-taking
- analysis of notes related to a spoken text
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used to assess information and take notes from spoken texts

| | |
|---|---|
| Unit Code | VU22644 |
| Unit Title | Use language analysis strategies and study skills |
| Unit Descriptor | <p>This unit describes skills and knowledge required by EAL learners to analyse language in study-related texts and develop study skills.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Oral Communication at Level 3 and • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 2+, Listening 2+, Reading 2+ / 3. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language analysis skills for the purpose of carrying out further study tasks. These skills can be used across a number of study tasks in a range of study contexts. |
| 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 Discuss key language features related to language learning | 1.1 List key grammatical terms used to describe language structure and use 1.2 Locate and discuss examples of language features in spoken and written texts 1.3 Ask and respond to questions about aspects of language structure |
| 2 Use language reference texts for study purposes | 2.1 Locate relevant language reference texts 2.2 Determine type of information required 2.3 Locate relevant sections of the text 2.4 Identify key grammatical terms and abbreviations used |

- 2.5 **Apply information** as appropriate to edit and refine language use in a range of own written and spoken texts
- 3 Analyse language in study texts
- 3.1 Locate **language items** in a range of **study texts**
- 3.2 Identify **language items used to define task requirements**
- 3.3 Assess the significance of the requirements for task completion

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary, linguistic structures and features of a range of straightforward texts used in further study including language reference texts
- terminology to describe lexical, semantic, grammatical features of written and spoken English texts, such as
 - verb tenses (which may include the present perfect continuous and past perfect), present and past simple passive, conditional (for example with *if* and *unless*)
 - reported speech (questions / instructions) with a limited range of tenses
 - modals and modal forms, for example *should*, *could*, *must* to express tentativeness or obligation
 - collocations, for example (verb + preposition, for example *agree with*)
 - straightforward discourse markers, conjunctions and cohesive devices to structure text, for example *in addition*, *therefore*, *as a result*, *finally*
 - prepositions and prepositional phrases
 - pronouns
 - some phrasal verbs, adverbs, adverbial phrases and adjectives
 - definite and indefinite articles

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 grammatical terms may include:

- verb, noun, adjective, preposition, pronoun, article
- past, present, future, conditional tenses, passive voice
- prepositions
- phrasal verbs
- negative
- contractions

Language features may include:

- grammatical forms
 - verb tenses
 - phrases
 - linking devices to refer to previous words
 - dependent clauses such as *when, if, while*
 - to give instructions and explanations, such as the imperative
 - question forms
 - passive / active forms
- vocabulary
- punctuation
- stress and intonation

Spoken and written texts may include:

- grammar text book
- own written texts
- lecture
- recorded conversations or podcasts
- a range of text book chapters, journal articles
- discussion
- blog
- video blog (vlog)
- spoken book

Language reference texts may include:

- dictionary (English–English)
- thesaurus
- grammar text
- online language support resources

Relevant sections may include:

- index
- contents pages
- alphabetical listings
- menu
- hyperlinks

- Apply information** may include:
- using words and expressions in a written or spoken text for a study task
 - correcting a draft piece of writing which has been marked up by a teacher
 - working on a study task independently or as part of a group

- Language items** may include:
- imperative forms, such as
 - *Write your name on each page*
 - imperative + passive form, such as
 - *Ensure that each page is numbered*
 - specific instructions about completing a task, such as
 - *Select two questions from the list below*

- Study texts** may include:
- instructional and/or advisory study texts, such as
 - course application requirements
 - field trip arrangements
 - how to apply for extensions on assignments
 - instructions for assignments
 - examination questions
 - non-continuous formatted texts, such as
 - surveys / questionnaires, for example learner feedback
 - multiple choice tests / examination questions
 - texts incorporating mathematical / numerical data, for example percentages, diagrammatic or visual information relevant to a study task

Language items used to define task requirements may include:

- key words or phrases in questions, such as
 - *list, describe, discuss, explain, compare and contrast*
- sequence of required steps such as
 - *Read the document before signing it*
- working out the meaning of expressions such as '*in your own words*'
- locating information about due dates, length of written or spoken assignments, number of drafts required
- specific language requirements
 - requirements to use the passive in a report
 - requirement to complete a task in a set time
 - requirements to use specific terminology references or resources needed to complete a task
- rules for a test or examination
 - what you can take into the exam room
 - where and when, for example *Candidates must arrive ten minutes prior to the start of the exam*
 - instructions on how to complete a form, such as what additional information to include

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use straightforward conventions and apply linguistic knowledge to
 - use grammatical terms to discuss features of spoken and written language use
 - use knowledge of language organisation and function to locate information about language in reference material
 - edit and refine language use in a range of own written and spoken texts
 - utilise knowledge of grammar and language discourse to complete study tasks

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - a bilingual dictionary, and/or an English-English dictionary

Assessment practices consider the learner's need for:

- contextual support, such as in relation to unfamiliar cultural references
- time to analyse language in study texts
- extended time to complete tasks

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observations of performance / participation in learning activities
- portfolio containing evidence of language analysis as applied to a study task or related text
- questioning to confirm linguistic knowledge related to language learning

Unit Code**VU22645****Unit Title****Give complex presentations for study purposes****Unit Descriptor**

This unit describes the skills and knowledge required by EAL learners to participate in further study contexts which involve the presentation and discussion of ideas and information in complex formal presentations and group discussions.

The outcomes described in this unit relate to:

- The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of Indicators of Competence in Oral Communication at Level 4
- and
- the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+.

Employability Skills

This unit contains employability skills.

Application of the Unit

This unit applies to learners wishing to develop their speaking and listening skills in English in a wide range of informal and formal situations to satisfy further study needs. The study situations in which these communication skills are applied are varied, and can be related to a range of further study or higher education contexts and specific fields of study.

Contexts may include fields in which specialised or technical language is used.

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 Participate in a sustained formal group interaction in a study context

- 1.1 Establish ***context, purpose and requirements for formal interaction***
- 1.2 Express and respond to ***ideas or key arguments*** supported by evidence or examples.
- 1.3 Use a ***range of spoken discourse strategies*** to participate effectively in the interaction
- 1.4 Respond to the ideas presented, expressing an opinion supported by evidence or examples.

- | | | |
|---|-----|--|
| | 1.5 | Evaluate effectiveness of own contribution with others and identify areas for improvement |
| 2 Prepare an extended oral presentation on a researched topic | 2.1 | Analyse and confirm study task requirements for the presentation |
| | 2.2 | Locate, evaluate and synthesise relevant information and ideas from a range of sources |
| | 2.3 | Use planning and drafting processes to structure and sequence the presentation |
| | 2.4 | Document a detailed plan for the presentation |
| | 2.5 | Identify, evaluate and access supporting materials appropriate to the presentation and confirm availability |
| 3 Give an extended oral presentation on a researched topic | 3.1 | Introduce and provide an overview of the presentation |
| | 3.2 | Communicate information, ideas and analysis according to the plan |
| | 3.3 | Use discourse markers, vocabulary and expression, and non-verbal strategies effectively in the presentation |
| | 3.4 | Engage and respond to the audience and clarify or elaborate where necessary |
| | 3.5 | Use supporting materials effectively |
| | 3.6 | Conclude the presentation by summarising main points and drawing key conclusions |
| 4 Evaluate performance | 4.1 | Seek feedback from the audience and/or teacher on the effectiveness of the presentation |
| | 4.2 | Conduct a review of performance according to relevant criteria |
| | 4.3 | Discuss performance and any ideas from feedback on improving future presentations with a support person |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- varied vocabulary and terminology specific to the identified topic or further study area
- a wide range of common collocations, such as *make progress*, *be interested in*
- a wide range of simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, active and passive
- most modal forms
- reported speech, questions and instructions using a range of verb forms
- a wide range of phrasal verbs which include a number of particles, such as *take into account*, *carry on with*
- a wide range of adjectives, adverbs, adverbial phrases and prepositional phrases to describe and convey information and expand on ideas
- a wide range of conversational/discourse linkers to develop ideas and their relationship to each other, to interpret and convey meaning, signal intention, such as
 - *accordingly*, *subsequently*, *consequently*
- a wide range of conjunctions, such as
 - conjunctions of time, for example *after*, *until*
 - cause and effect for example *because*, *so*
 - contrast for example *although*, *while*
 - condition for example *if*, *unless*
- uses intelligible pronunciation

Required Sociolinguistic and Cultural Knowledge and Skills:

- use tone, intonation and stress to influence meaning in spoken language
- a wide range of registers and style used in spoken presentations and formal interactions in further study contexts
- some knowledge of aspects of the local culture including colloquial language and irony as it relates to spoken texts relevant to further study
- an awareness of English varieties
- non-verbal strategies and paralinguistic features of speech (pitch, intonation and stress), such as to emphasise critical information, relative importance of information, convey feelings and attitudes and to signal intent
- recognition of a range of cues for inferred meaning, such as logical, contextual and paralinguistic (pause, stress, use of silence, facial expression)
- distinguish fact and opinion, irony, understatement, exaggeration in spoken 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.

Context, purpose and requirements for formal interaction may include:

- class discussion, such as of an issue
- reporting on progress of a project
- group presentation
- round table / conversation café
- interview, such as IELTS speaking assessment
- responding to questions on a report
- negotiating and confirming a discussion topic / issue with group participants
- consideration of conventions and expectations of participants such as how to participate in a seminar or workshop discussion

Ideas or key arguments may include:

- development of an argument providing detailed supporting information
- using language to match the register and style of the interaction
- using discourse markers to signal opinion and strength of opinion, such as
 - *According to recent research ...*
- using modals to express tentativeness, such as
 - *it could be the case that ...*
- using paralinguistic strategies to reinforce opinion or ideas
- using expressions to counter other speakers, such as
 - *I think you are exaggerating*
- using language to indicate stance, such as
 - *really, actually*

Range of spoken discourse strategies may include:

- appropriate openings, closings, such as leaving a conversation politely
 - *Let's talk about this tomorrow*
- turn taking, claiming a turn, interrupting, inviting a response and expressions / words used to do so, such as
 - *I just wanted to finish by saying...I know what you mean...*
- clarifying, elaborating, expressions to clarify misunderstandings and ambiguous points
 - *In answer to your first question... If I could clarify that... I would like to add....*
- use of questioning technique
 - open ended questions, such as *Could you elaborate on that?*
 - direct questions to elicit specific information
 - eliciting longer responses, such as *Tell me about your education*
 - hypothetical questions, such as *What would happen if ...?*
 - use of rhetorical questions, for example *Is this an accurate representation of this complex issue?*
- changes in pitch, volume, stress and intonation to emphasise an important point
- use of paralinguistic features and their significance in conveying meaning, attitude and emotion, such as body language, stance / posture, fidgeting, hand movements, facial expressions, use of eye contact
- using a range of linguistic and pragmatic strategies to express negative attitudes in an interaction
- signposts / discourse markers / signals, such as
 - *To start with ..., As I indicated in my introduction..., This leads me to my next point..., I'd like to finish by emphasising that...*
- expressions to sequence, connect and describe relationships between ideas, such as
 - *for instance, in this respect, by this means, therefore, thus, subsequently, as a result*

Study task requirements may include:

- purpose, such as to inform, entertain, advise, instruct, amuse, argue a case for or against, present research findings / result of surveys or questionnaires
- audience, such as needs of audience, prior knowledge, amount of support required such as visual aids, handout materials, whether the audience is familiar to the speaker
- genre and structure, such as presenting an argument, a discussion, a process or procedure
- topic and limitations of the topic
- other requirements, such as time limits, length, due date, use of notes
- mode of presentation, such as supported by PowerPoint or other audiovisual support
- group or individual
- assessment criteria, such as via a checklist
- format, such as with handouts, cue cards

Evaluate may include:

- checking
 - currency
 - reliability
 - relevance

Synthesise may include:

- paraphrasing
- consideration of a number of points of view from a number of sources, summarising and integrating them into one coherent text, and giving an opinion
- selecting quotations
- arranging information into a chart or table for presentation

Sources may include:

- notes on a topic from a class or lecture
- online lecture notes from specific fields of study
- notes based on printed or internet research
- report / interview / news item

Plan may include:

- topic
- audience
- purpose
- sequence and timing of presentation using headings, outline numbering, bullet points
- resources
- key references

Supporting materials may include:

- PowerPoint presentation
- TV / video / DVD / audio
- handouts
- diagrams / charts / photographs / maps
- evaluation response sheet for audience
- references for materials and sources accessed, such as author, title, page number
- samples

Overview may include:

- structure of presentation
- focus of presentation
- areas to be covered

Information, ideas may include:

- using and acknowledging reported, informative and supporting evidence appropriately

Engage and respond to the audience may include:

- use of stress, intonation and pitch to vary presentation and indicate important points, raise questions
- use of rising and falling tone
- prepared questions to assist in the organisation of the presentation
- body language, such as gesture, eye contact, posture
- intelligible pronunciation
- level of volume appropriate to the audience

Feedback may include:

- one-to-one or group discussion after the presentation
- use of feedback sheet
- peer evaluation sheet

Review of performance may include:

- reviewing assessment feedback
- viewing video playback and analysing presentation and response of audience

Criteria may include:

- checklist of required items
- study task criteria

Support person may include:

- peer
- tutor
- teacher
- colleague
- volunteer tutor
- bilingual support worker

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - participate in a sustained verbal group interaction for study purposes
 - plan, present and evaluate complex oral presentations suitable to the topic, purpose and audience
 - select and use resources to enhance presentation medium and meaning
 - review own performance in group and individual performance and seek and respond to feedback to make improvements to performance

Context of and specific resources for assessment

Assessment must ensure access to:

- a bilingual dictionary, and/or an English-English dictionary
- research materials
- participants for group interaction and audience for presentation
- a support person for discussion of performance and potential improvements

Assessment practices should consider the learner's need for:

- contextual support in relation to aspects of the local culture, discourse styles, register and jargon used in the study context, the consideration of conventions and expectations of participants, for example how to participate in a seminar or workshop discussion

Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of performance in giving an oral presentation and participating in a group interaction
- review of presentation plan, notes, aids and supports used in both preparation and presentation
- portfolio documenting evidence of planning and preparation for presentation
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge used to give complex presentations for study purposes

| | |
|---|---|
| Unit Code | VU22646 |
| Unit Title | Participate in complex spoken discourse for study purposes |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to respond to a wide range of complex spoken interactions and interpret and discuss ideas and opinions with others in informal study contexts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of Indicators of competence in Oral Communication at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | <p>This unit applies to learners wishing to develop speaking and listening skills in English in a wide range of informal and formal situations related to further study. The study situations in which these communication skills are applied are varied, and can be related to a range of further study or higher education contexts.</p> <p>Contexts may include fields in which specialised or technical language is used.</p> |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Respond to a complex spoken interaction in a study context | <p>1.1 Identify the <i>topic and purpose</i> of the spoken interaction in a <i>study context</i></p> <p>1.2 Identify the requirements, steps, and sequence of the instructions or questions</p> <p>1.3 Seek clarification on misunderstandings and ambiguous points as needed</p> <p>1.4 <i>Respond</i> to questions and instructions appropriately</p> |

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| 2 Participate in a sustained informal interaction with a group | <ul style="list-style-type: none">2.1 Use a range of <i>spoken discourse</i> and paralinguistic strategies to initiate, participate in, manage and sustain an <i>informal interaction</i>2.2 Use style and language appropriate to the interaction2.3 Contribute ideas and opinions, supported by evidence or examples2.4 Clarify or seek clarification on misunderstandings and ambiguous points as needed2.5 Review own contribution to the interaction |
| 3 Present a proposal or argue a case in a study context | <ul style="list-style-type: none">3.1 Identify the context, purpose and conventions for <i>presenting a proposal or arguing a case</i>3.2 Initiate exchange about a <i>specific problem or issue</i>, sustain and close exchange3.3 Express <i>desired outcome</i> clearly and concisely, provide supporting details using appropriate vocabulary and expressions3.4 Use a range of spoken discourse and paralinguistic strategies to communicate ideas effectively3.5 Review own performance |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- a wide range of vocabulary and terminology specific to the identified topic or study area
- a wide range of common collocations, such as
 - *make progress, be interested in*
- a wide range of simple, compound and complex sentences with a range of subordinate clauses
- a wide range of verb tenses and verb forms, active and passive
- most modal forms
- reported speech, questions and instructions using a wide range of verb forms
- a wide range of phrasal verbs which include a number of particles, such as *take into account, carry on with*
- a wide range of adjectives, adverbs, adverbial phrases and prepositional phrases
- a wide range of discourse markers, such as *accordingly, subsequently, consequently* in order to argue persuasively and express ideas and opinions for study purposes
- a wide range of conversational/discourse linkers and conjunctions
- intelligible pronunciation

Required Sociolinguistic and Cultural Knowledge and Skills:

- tone, intonation and stress to influence meaning in spoken language
- a wide range of registers, styles and conventions used in spoken discourse in further study contexts
- some knowledge of aspects of the local culture including colloquial language and irony as it relates to spoken texts relevant to further study
- an awareness of English varieties
- paralinguistic features including pitch, intonation and stress to
 - emphasise points being made
 - convey meaning, attitude and emotion through body language such as stance / posture, fidgeting, hand movements, facial expressions, use of eye contact
- recognition of a range of cues for inferred meaning, attitude, mood, and intentions, such as logical, contextual and paralinguistic (body language, facial expression)
- distinguish fact and opinion, irony, understatement, exaggeration in oral 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.

Topic and purpose may include:

- test / exam preparation or instructions
- instructions for an assessment task
- interview for a course
- unpacking an essay question
- a new or unfamiliar activity, such as using the library catalogue online for purposes of locating texts for study
- multi-step questions, such as three part questions

Study context may include:

- class discussion
- group presentation
- interview, such as a speaking assessment
- responding to questions on a report
- debate

Respond may include:

- use of conditional with *if* or *unless*, such as
 - *Don't use the internet, unless you have spoken to me first*
- recognising sequence markers, such as
 - *When you have written your first draft, email it to me as an attachment... When you research for an assignment, how do you decide which books to use?*
- using paralinguistic features including body language, such as pointing to the whiteboard to highlight a point, making eye contact with the questioner, using intonation to draw attention to a key point

Spoken discourse may include:

- appropriate openings, closings
- turn taking, claiming a turn, interrupting, inviting a response, expressions/words used to do so
- clarifying, elaborating, using expressions to clarify misunderstandings and ambiguous points, such as
 - *In answer to your first question, If I could clarify that...*
- questioning techniques, such as
 - open ended questions, for example *Could you elaborate on that?*
 - direct questions to elicit specific information
 - hypothetical questions, for example *What would happen if ...?*
 - use of rhetorical questions, for example *Is this an accurate representation of this complex issue?*
- changes in pitch, volume, stress and intonation

Informal interaction may include:

- pair
- study group
- small group
- class discussion

Presenting a proposal or arguing a case may include:

- spoken exchange requiring detailed explanation, or negotiation, for example
 - a request for a review of a grade or assessment which may include presenting an argument to support the review
 - a request to receive credit for a subject using prior learning as evidence
 - as part of an interview to gain entry to a course of study
 - part of a formal oral presentation or group discussion which requires a response or course of action
 - negotiating with peers or teacher about study or work requirements
 - conveying a point of view on a contemporary issue

Specific problem or issue may include:

- inability to complete an assessment requirement
- request to change a course or subject enrolment
- interpretation of a text

Desired outcome may include:

- to get an extension of time to complete an assessment
- to get special consideration
- to clarify an ambiguous point

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to apply a range of spoken discourse strategies to participate effectively in complex group interactions to convey and respond to information on topics related to a study context
- review effectiveness of own participation in interactions

Context of and specific resources for assessment

Assessment must ensure access to:

- English language resources and models relevant to further study discourse to support effective interactions
- participants for group interaction and audience for presentation of proposal or case

Assessment practices should consider the learner's need for support with aspects of the local culture, discourse styles, register and jargon used in the study context.

Method(s) of assessment

The following are suggested assessment methods for this unit:

- documented observations of using complex spoken discourse to present a proposal
- review of portfolio providing evidence of preparation, such as using appropriate vocabulary and expressions
- verbal questioning to confirm required linguistic, socio-linguistic and cultural knowledge and skills such as spoken discourse and paralinguistic strategies for effective interactions

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|---|---|
| Unit Code | VU22647 |
| Unit Title | Take notes from complex spoken texts for study purposes |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to participate in further study contexts by taking notes from complex and extended spoken texts.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence in Oral Communication at Level 4 and Writing at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening. They contribute directly to the achievement of Speaking 3/3+ and Listening 3/3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language listening and note taking skills to satisfy further study needs. The study situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Listen to and analyse sustained / complex spoken texts relevant to study context | <p>1.1 Clarify the topic, <i>purpose, genre and audience</i> of a <i>complex / sustained spoken text</i></p> <p>1.2 Identify <i>register, style, and tone</i> of the text</p> <p>1.3 Identify and analyse <i>key structural features</i> of the text</p> <p>1.4 Analyse <i>discourse strategies</i> used by the speakers</p> <p>1.5 Identify <i>requirements</i> of <i>study task</i> and evaluate relevance of the spoken text</p> <p>2.1 Confirm requirements of the study task</p> |

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|---|---|
| 2 Write notes from a complex spoken text for a study task | 2.2 Confirm <i>purpose of note-taking</i> in relation to the study task |
| | 2.3 Use a range of <i>strategies to record information</i> , outlining main ideas or themes and supporting information relevant to purpose |
| | 2.4 <i>Review</i> notes for accuracy and clarity |
| | 2.5 Assess the usefulness of the notes for the study task |
| | 2.6 Amend notes in response to review and assessment of usefulness |

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary for a range of complex texts in a study context, including specialist vocabulary related to areas of technical content and specific fields of study
- a wide range of simple, compound and complex sentences with a range of subordinate clauses within complex and sustained spoken texts
- a wide range of verb tenses and verb forms (active and passive)
- most modal forms, questions and instructions using a range of verb forms
- reported speech, using a range of verb forms to relate supporting evidence, acknowledge or confirm views or arguments, such as *According to Smith*
- a wide range of phrasal verbs which include a number of particles, such as *take part in*, *take apart*
- a wide range of adjectives, adverbs, adverbial phrases and prepositional phrases
- a wide range of discourse markers used in lectures, such as
 - *first, second, however, I'd like to introduce, I'd like to conclude by..., in conclusion*
- a wide range of conversational/discourse linkers to develop ideas and their relationship to each other, to interpret and convey meaning, signal intention, such as *accordingly, subsequently, consequently*

Required Sociolinguistic and Cultural Knowledge and Skills:

- how paralinguistic features of speech (tone, intonation and stress) convey meaning in complex spoken texts
- a wide range of registers and styles used in complex spoken texts in further study contexts
- some knowledge of aspects of the local culture including colloquial language and irony as it relates to speeches, lectures and other spoken texts relevant to further study
- an awareness of English varieties
- note-taking methods used in further study contexts, such as paraphrasing rather than noting verbatim
- recognition of a range of cues for inferred meaning, such as logical, contextual and paralinguistic
- distinguish fact and opinion, irony, understatement, exaggeration, sarcasm in spoken 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.

Purpose, genre and audience may include:

- purpose – to inform, entertain, educate, instruct, amuse, argue a case for or against, present research findings, result of surveys or questionnaires
- genre and structure, such as presenting an argument, a discussion, a process or procedure
- audience, such as needs of audience, prior knowledge, amount of support required (such as visual aids, handout materials), whether the audience is familiar to the speaker
- other requirements – time limits, length, use of notes

Complex / sustained spoken text may include:

- real time or pre-recorded lecture
- presentation in a tutorial / class
- documentaries or interviews on a range of topics
- interviews on range of topics
- radio / TV programs, such as current affairs interviews, panel discussions
- an address, such as by a politician
- a feature film, such as of a novel studied
- a narrative, such as an autobiographical account

Register, style, and tone may include:

- register – complex spoken texts are likely to be delivered in formal settings and follow a standard format. Language use is usually impersonal with standard grammar and intelligible pronunciation, although there may be local variations
- style – complex spoken texts are likely to be one-way communications, with specialist content, and no or little on-going input from listeners
- tone – mood or emotional state of the speaker (serious, knowledgeable, happy, accusatory, calm)

Key structural features may include:

- organisational structure, such as introduction / development / conclusion
- use of facts
- evidence to support hypothesis
- use of data

Discourse strategies may include:

- signposts / discourse markers / signals, such as
 - *First of all*
 - *As I indicated in my introduction*
 - *This leads me to my next point*
 - *I'd like to finish by emphasising that*
- expressions to sequence, connect and describe relationships between ideas, such as
 - *well, for instance, by these means, therefore, thus, subsequently, as a result*

Requirements may include:

- performance / assessment criteria
- instructions about format, length of task, supports

Study task may include:

- essay / report
- short answers
- oral presentation
- group report
- class discussion
- examination
- information or point of view to be posted to study blog or wiki essay
- demonstration
- developing a case study

Purpose of note-taking may include:

- to prepare for a presentation, essay, other study task
- to listen for specific information or points of view for a class discussion
- to analyse spoken discourse of text, such as lecture or talk, to review language used (as model)

Strategies to record information may include:

- abbreviations and acronyms, such as
 - *i.e.*, +, &, #, *Nº*.
- use of bullets and numbering
- mind-maps / visual diagrams
- tables
- paraphrasing
- use of other note-taking symbols
- layout and formatting to order information, such as
 - numbering / bullet point system
 - hierarchical layout - indenting

Review may include:

- checking that key information has been noted
- reviewing note taking methods for effectiveness
- identifying areas for improvement
- identifying any gaps in relation to the study task
- identifying follow-up action, such as other sources of information
- asking a support person or peer to check writing and provide feedback, such as on spelling, grammar, vocabulary and structure
- using spell check in word processing program
- accessing dictionary or language texts to check accuracy

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to:
 - analyse and evaluate information from complex spoken texts for relevance to the study task
 - write notes from spoken sources for further study purposes using appropriate strategies
 - review and amend notes

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of spoken texts relevant to the study area such as
 - talks / lectures and speeches both real time and pre-recorded, for example podcasts
- EAL resources and relevant models such as
 - a bilingual dictionary, and/or an English-English dictionary
 - online bilingual resources
- computers for production of word processed notes if required

Assessment practices should consider the learner's need for:

- contextual support in relation to unfamiliar jargon, and some aspects of the local culture related to notetaking conventions

Method(s) of assessment

The following are suggested assessment methods for this unit:

- review of portfolio documenting evidence of planning and preparation and note-taking
- analysis of use of notes in study task
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to analyse and take notes from complex spoken texts

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|---|---|
| Unit Code | VU22648 |
| Unit Title | Read and write complex texts for study purposes |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to develop reading, note-taking and writing skills in English, and to produce a range of complex texts relevant to study purposes and the field of study.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills to satisfy further study needs. The study situations in which these skills are applied are varied, and can be related to a range of further study or higher education research and academic writing contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 Read and analyse a range of complex texts for study purposes | <p>1.1 Identify and access a range of <i>complex texts</i> relevant to own <i>study purposes</i></p> <p>1.2 Identify the context and purpose of complex written texts and the register used</p> <p>1.3 Use a wide variety of <i>reading strategies</i> to analyse the texts</p> <p>1.4 Analyse the <i>discourse structure</i> of the text</p> <p>1.5 Identify main contentions or positions / stances of writers of texts</p> <p>1.6 Identify and analyse evidence provided to support writer's position / stance</p> |

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| | 1.7 | Identify language and other devices used to convey writer's stance |
| | 1.8 | Evaluate the usefulness of the information within complex texts in relation to own study purposes |
| 2 Take notes from a range of complex written texts for study purposes | 2.1 | Confirm purpose of note-taking |
| | 2.2 | Use text layout to locate relevant information in complex texts. |
| | 2.3 | Use a range of strategies to record and synthesise information suited to study purpose |
| 3 Produce an extended written text for study purposes | 3.1 | Confirm formal requirements and purpose of an extended written text |
| | 3.2 | Locate and synthesise complex information and ideas from a range of sources |
| | 3.3 | Design an outline plan for the text using researched material |
| | 3.4 | Support point of view with subsidiary points, reasons and relevant examples |
| | 3.5 | Link ideas in clear connected text, using a range of cohesive devices |
| | 3.6 | Develop cohesive text according to plan using coherently linked paragraphs with language appropriate to register |
| 4 Reference resources used in research based text according to specified referencing conventions | 4.1 | Identify the purposes and conventions of referencing in formal study contexts and in own specific study field |
| | 4.2 | Locate and record references used |
| | 4.3 | Organise and insert references according to specified referencing conventions for the specific field of study |
| | 4.4 | Word process reference list using appropriate formatting |
| 5 Review own written texts | 5.1 | Use proofreading and editing processes to review text |
| | 5.2 | Review text for clarity of content, expression, structure and sequence of ideas |
| | 5.3 | Check the text meets the requirements of the task |
| | 5.4 | Seek feedback on the text from a support person |
| | 5.5 | Review feedback and edit text accordingly |

5.6 Submit final draft as required

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions including jargon and some specialist terminology for a range of topics related to research study needs
- a wide range of texts for further study purposes which include simple, compound and complex sentences with a range of subordinate clauses and coherently linked paragraphs, and which communicate complex relationships between ideas
- a wide range of verb tenses and verb forms, active and passive
- a wide range of conditionals (such as with *if* and *unless*) and most modals and modal forms to identify complex relationships and consequences, and indicate writer's stance
- definite and indefinite article
- reported speech, using a range of verb forms to relate supporting evidence, acknowledge or confirm views or arguments, such as *According to Smith*, *In Smith's view...*
- a wide range of phrasal verbs, adverbs, adverbial phrases and adjectives to create meaning in research texts
- a wide range of adverbial phrases, prepositions and prepositional phrases
- a wide range of collocations, such as *make progress*, *have an interest in*, *ashamed of*
- a wide range of conjunctions (subordinating and coordinating), including relative pronouns
- a wide range of discourse markers, connectives, pronouns and cohesive devices to link ideas and concepts, add information or contrast ideas, such as *in spite of the fact that*
- differences between paraphrasing, plagiarising and direct quotes in written texts
- understands that different sources will present different perspectives, and recognises how text, language and structure influence the reader to adopt particular views and positions

Required Sociolinguistic and Cultural Knowledge and Skills:

- a wide range of registers related to specific fields of study
- ways of detecting the writer's tone, intention and attitude
- different roles required of the author in further study texts, such as the author's direct involvement or impersonal style
- recognition of a range of cues for inferred meaning, such as logical and contextual
- distinguish fact and opinion, irony, understatement, exaggeration in texts
- formality requirements for complex texts related to further study
- use of appropriate referencing style

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 texts may include:

Paper-based and online texts such as

- research reports / interviews / news items
- technical reports including
 - graphs
 - charts
 - questionnaires / surveys
 - tables
 - visuals
 - complex diagrams
- print or digital dictionary / encyclopaedia
- text books / reference books
- journal / newspaper articles
- consideration of linguistic complexity
- model answers required in an exam
- summary, such as a proposal or synopsis
- opinion piece
- case studies in a particular field of study
- essays, such as
 - comparison and contrast
 - discursive
 - argumentative (thesis – argument – conclusion)
 - expository
- transactional texts, such as
 - formal application, for example application for a course of study, scholarship or to gain recognition for overseas qualifications
 - formal letter or email inviting someone to give a talk, application for an assignment extension, presentation of a proposal
 - formal response which argues a case
- reflective prose texts, such as
 - forms of writing that reflect on learning experience or practice, for example learning journal, observations or reflections on work experience or practical placement, for example teaching practicum
- recounts, narratives, expressing an opinion, observations, texts which analyse behaviour / suggest hypotheses / reflect on practice, considerations of linguistic complexity

Study purposes may include:

- preparation for essay / report / short answer on a specific topic
- preparation for oral presentation
- research for a group report
- analysis and response to a particular point of view or argument
- locating detailed information or viewpoints for a class discussion on a topic

Reading strategies may include:

- skimming, scanning, glossing and speed-reading techniques to extract relevant information quickly
- actively predicting direction or intent of text
- detailed reading
- using knowledge of context, grammar and vocabulary and organisational structure of texts to work out meaning and relative importance of information
- looking at grammatical features to determine register, such as use of passive, third person singular, abstract nouns
- examining connectives, pronoun referencing
- using non text elements in multimodal texts as clues
- use of context as a guide to meaning
- use of reference within the text, such as use of anaphora and cataphora
- using dictionary and grammar references
- collaborative reading
- summarising

Discourse structure may include:

- appropriate structure for register and purpose
- rhetorical moves and patterns, layout and other text features of specific genres such as research reports
- organisational structure
 - cohesive devices
 - sequence markers, for example *subsequently*
 - process
 - cause and effect, for example *As a result,.. is caused by...*
 - hypothesis, for example *It could be considered that...*
 - comparison and contrast, for example *On the other hand*
 - specific and general statements
 - definitions and classification of terms
 - anaphoric reference
- language used
 - nominalisation
 - use of passive

Language and other devices may include:

- indication of a writer's support for an argument:
 - *the writer clearly shows..., the research demonstrates*
- indication of a writer's ambivalence towards an argument
 - *the writer suggests that.. the research may indicate, but...*
- indication of a writer's disagreement with an argument
 - *as the writer fails to establish... the research is inconclusive*

Evaluate may include:

- currency
- credibility
- authority / expertise of author
- relevance to purpose
- methodology of research
- effectiveness
 - whether and how the text persuades or argues a case for or against something using supporting points and examples
 - whether the text is effective in clarifying or explaining a topic or research question
 - whether the text is well constructed, such as clear, cohesive text

Purpose of note-taking may include:

- preparation for essay / report / short answer on a specific topic
- preparation for oral presentation
- research for a group report
- determining a particular point of view or argument for or against an issue
- locating a series of facts and figures for a class discussion

Text layout may include:

- table of contents
- chapter headings and chapter summaries
- index
- website menus and headings
- footnotes, endnotes, references

Strategies to record and synthesise information may include:

- record, such as
 - underlining, highlighting, circling, bolding
 - using lists or outlines, numbering / bullet points
 - flow charts
 - tree diagram
 - mind map
 - use of symbols, abbreviations, and key words
- synthesise, such as
 - paraphrasing
 - summaries to record main ideas from a number of sources
 - collecting direct quotes
 - arranging information into a table or chart for presentation

Formal requirements may include:

- assessment criteria
- specific headings or sections
- format requirements, such as
 - word processed
 - cover sheet
 - double spacing
 - bibliography

Extended written text may include:

- expositions with expanded and supported points of view, underlining relevant salient issues with subsidiary points, reasons and relevant examples, such as
 - report
 - opinion piece, for example a critique / review
 - comparison and contrast essay / discursive essay / argumentative essay / expository essay
 - case study
 - experiment / field trip / laboratory report

Outline plan may include:

- structure
- sequence of key arguments
- examples to support argument
- potential conclusions
- drawing on model texts for rhetorical structure
- ordering according to content and purpose
- consideration of the needs / interests / requirements of the reader

Purposes and conventions of referencing in formal study contexts may include:

- purpose
 - acknowledge author/s
 - indicate source of information
 - establish own voice and that of others
- conventions
 - different systems / conventions, for example Harvard System - author-date system; Oxford system - documentary / note system
 - in-text and end text referencing, for example *Chen (2004 p. 43) argued that...* and *Recent studies (Chen 2004, Matthews 2007) have supported the view...*
 - non-text referencing requirements
- acknowledgement of sources of information according to the required format, where using the required referencing format
 - reference or bibliography with or without in-text referencing or end notes
 - alphabetical by author
 - title in italics or underlined depending on format used
 - position of year, publisher depending on format used
 - additional requirements for www references, for example date site visited

Proofreading and editing processes may include:

- individual and group activities
- checklists to ensure attention to aspects of structure, content and presentation
- use of language reference texts, such as dictionaries and thesaurus to select vocabulary
- spell check
- reading for grammatical accuracy, punctuation and clarity of expression

Support person may include:

- peer / colleague
- tutor / teacher / volunteer tutor
- bilingual support worker

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - read, analyse and evaluate a range of complex texts relevant to study purposes
 - extract and organise written notes from a range of complex texts
 - synthesise information from research and notes to write a wide range of complex texts for study purposes which include complex sentences and coherently linked paragraphs, and which communicate complex relationships between ideas
 - use appropriate referencing format
 - use a wide range of techniques to review own writing

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - digital and/or paper based resources for support, such as texts as models
 - a bilingual dictionary, and/or an English-English dictionary
- access to complex texts related to study purposes for analysis
- access to information about referencing conventions for appropriate study field

Assessment practices consider the learner's need to initiate support from a range of established resources such as:

- contextual support in relation to unfamiliar jargon, some aspects of the local culture, and cultural influences and expectations in written texts for study purposes
- assistance in reviewing texts prior to the final draft

Assessment takes into consideration:

- time to read and analyse texts
- time to complete written texts

Considerations of length of text:

- must be determined by the writing context and purpose, task requirements and learner needs
- texts for research reports and essays will be detailed (sustained or extended) and include a number of coherently linked paragraphs with detailed examples and explanations or supporting evidence for a point of view.
- shorter texts, for example research summaries, proposals or test responses may also be appropriate for inclusion depending on their level of linguistic complexity

Method(s) of assessment

The following are suggested assessment methods for this unit:

- review of portfolio showing evidence of drafting and reviewing of complex texts for study purposes
- responses to analysis of complex texts
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used to read and write complex texts for study purposes

| | |
|---|--|
| Unit Code | VU22649 |
| Unit Title | Use critical reading skills to analyse study tasks |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to analyse written study task requirements by using critical analysis of instructional or advisory language related to the successful completion of study tasks.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Reading and Writing. They contribute directly to the achievement of ISLPR Reading 3/3+ and Writing 3/3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language reading and writing skills to satisfy further study needs. The study situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts, and across disciplines. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 study task requirements | <p>1.1 Examine a range of <i>study tasks containing instructions or advice</i></p> <p>1.2 Determine the <i>purpose of the instructions or advice</i></p> <p>1.3 Identify <i>types of study tasks</i></p> |
| 2 Critically analyse formal instructional and/or advisory language for a study task | <p>2.1 Select a study task</p> <p>2.2 Identify type of study task required</p> <p>2.3 Establish the topic and key components for the study task</p> <p>2.4 Locate <i>key instructional language</i> for task completion</p> <p>2.5 Analyse the <i>features of the key instructional language</i></p> |

- 2.6 Locate and analyse key words and phrases that link to the topic
- 2.7 Identify and analyse language related to the ***scope of the study task***
- 2.8 ***Assess the importance and appropriateness of the instructional language*** for successful task completion

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills:

- vocabulary and expressions including jargon and some specialist terminology for a range of topics related to vocational or study needs
- linguistic structures and features of instructions, used for study tasks such as the active voice *Identify the verb tenses* in this paragraph, *Circle the correct form of the verb*, *Compare a range of views*
- simple, compound and complex sentences with a range of subordinate clauses and which communicate complex relationships between concepts in study tasks
- a wide range of verb tenses and forms, conditionals and modals which are used in instructions for study tasks, such as *Answers should contain at least three examples*
- a wide range of phrasal verbs (such as *do not leave out any sections*), adverbs, adverbial phrases and adjectives used in advisory, instructional texts relevant to study tasks
- a wide range of discourse markers, connectives, pronouns and cohesive devices to link ideas and concepts or contrast ideas in study tasks, such as *in spite of the fact that*
- a wide range of common collocations

Required Sociolinguistic and Cultural Knowledge and Skills:

- recognise and analyse specific registers related to description of study tasks
- recognise processes in analysing instructions for study tasks such as identifying directive words, for example *discuss*, limiting words for example, *differences and similarities* and content words, for example *environmental impact*
- recognition of a range of cues for inferred meaning, such as logical, contextual and visual
- conventions and formats relevant to different types of study tasks

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.

Study tasks containing instructions or advice may include:

- computer tasks
- essay questions
- exam questions
- experiments / field trip reports
- formal presentations
- learning logs
- multiple choice questions
- short answers
- research tasks involving instructions on how to access library services such as online journal articles
- advice or instructions about how to participate in collaborative online study tasks

Purpose of the instructions or advice may include:

- to identify expectations for the task
- to define the type of task required
- to define the scope of the task
 - limitations
 - specific areas of focus
 - number of examples to be included
 - word limit

Types of study task may include:

- case study
- essay
- report
- annotated bibliography
- literature review
- poster presentation
- oral presentation

Key instructional language may include:

- analyse
- argue
- discuss
- evaluate
- justify
- examine
- compare

Features of the key instructional language may include:

- identifying essential elements of an issue
- presenting a case for and against a proposal
- identifying common or similar characteristics as well as differences
- making a judgement of differing views, identifying limitations and drawing conclusions
- providing concise meaning without detailed explanation
- recounting in sequence
- appraising in relation to criteria and forming a judgement
- using data to explain a problem or support a view
- extracting the main points

Scope of the study task may include:

- limitations
- specific areas of focus
- number of examples to be included
- examining different perspectives
- word limit

Assess the importance and appropriateness of the instructional language may include:

- identifying lexical and other discourse items to determine importance
- determining whether the instructions are clear

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to:
 - critically analyse instructional language for a range of study tasks

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including a bilingual dictionary, and / or an English-English dictionary
- access to study tasks for analysis

Assessment practices consider the learner's need to initiate support from a range of established resources including:

- contextual support, for example in relation to unfamiliar jargon and cultural influences and expectations such as cultural differences in study task instructions and approaches in analysing study tasks
- Assessment takes into consideration time to read and analyse study task requirements

Method(s) of assessment

The following are suggested assessment methods for this unit:

- records of discussion and analysis of study task instructions and requirements
- portfolio documenting evidence of analysis of instructions for study tasks
- questioning to confirm linguistic, sociolinguistic and cultural knowledge used in critical analysis of instructions for a range of study tasks

| | |
|---|--|
| Unit Code | VU22650 |
| Unit Title | Use language analysis skills to review own texts |
| Unit Descriptor | <p>This unit describes the skills and knowledge required by EAL learners to use language analysis to review own written and spoken texts for further study purposes.</p> <p>The outcomes described in this unit relate to:</p> <ul style="list-style-type: none"> • The Australian Core Skills Framework (ACSF). They contribute directly to the achievement of ACSF indicators of competence for Reading and Writing and Oral Communication at Level 4 <p>and</p> <ul style="list-style-type: none"> • the ISLPR (International Second Language Proficiency Ratings) descriptors for Speaking and Listening, Reading and Writing. They contribute directly to the achievement of ISLPR Speaking 3 / 3+ and Listening 3 / 3+, Reading 3 / 3+ and Writing 3 / 3+. |
| Employability Skills | This unit contains employability skills. |
| Application of the Unit | This unit applies to learners wishing to develop their English language analysis skills for the purpose of reviewing and refining written and spoken texts used in the further study context. The study situations in which these skills are applied are varied, and can be related to a range of further study or higher education contexts. |
| Element | Performance Criteria |
| Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable. | 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 language and language use in relation to own texts | <p>1.1 Select <i>language items</i> in own <i>spoken and written texts</i> for analysis</p> <p>1.2 Use <i>metalinguage terminology</i> to describe language structure and use</p> <p>1.3 Identify questions relating to grammatical structure and use</p> <p>1.4 Source and use <i>language references</i> to clarify information on language items and usage</p> <p>1.5 Record relevant information for future study reference</p> |
| 2 Apply knowledge of language and language use to review own texts | <p>2.1 Determine the <i>purposes and contexts</i> for discussing language and language use</p> <p>2.2 Locate language items in own texts for review and modification</p> |

- 2.3 Ask and respond to questions to analyse language structures using appropriate metalanguage terminology
- 2.4 Use a ***range of methods*** to determine appropriate modifications for the texts
- 2.5 Review modified texts for accuracy

Required Knowledge and Skills

This describes the essential skills and knowledge and their level required for this unit.

Required Linguistic Knowledge and Skills

- metalanguage to describe and discuss a wide range of lexical, semantic, grammatical features of written and spoken English texts, such as
 - verb tenses and their names including simple, continuous, perfect and perfect continuous forms, active and passive
 - phrasal verbs, adverbs, adverbial phrases and adjectives
 - conditionals and modals
 - common idiomatic and colloquial expressions
 - conjunctions and connectives, including pronouns
 - reported speech, questions and instructions using a range of verb forms
 - discourse / sequence markers
 - features of genres and registers used in academic discourse
- metalanguage to access and use a range of EAL resources, such as dictionaries, thesaurus
- differences in language features between written and spoken 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.

Language items may include:

- language in its spoken and written forms
- the rules of grammar
 - parts of speech
 - syntax
 - word order / sentence structure
 - inflections
 - agreement
 - verb tenses
 - contractions
- collocations
- idioms and colloquial language
- discourse signals, cohesive devices
- pitch, stress, intonation and meaning
- length of sentence

Spoken and written texts may include:

- own written texts
 - essays
 - reports
 - synopses
 - reviews
 - posters
 - handout/s related to oral presentations
- own spoken texts
 - oral presentations
 - discussions
 - debates
 - spoken exchanges related to study purposes
 - interviews

Metalanguage terminology may include:

- metalanguage to describe a range of terms used in English grammar
- language to describe word level features, such as
 - word endings
 - suffixes and prefixes
 - text level features, such as genre, register, collocations

Language references may include:

- dictionary (English-English)
- thesaurus
- grammar text
- online language resources

Purposes and contexts may include:

- reviewing a written text such as draft text to identify correct use of:
 - grammatical devices used to achieve purpose such as persuading, explaining, comparing
 - language devices to convey tone, intention attitude
 - language to convey opinion
 - level of formality, for example use of passive
- discussion of the rules of punctuation to review clarity of text
- discussion of the rules of grammar such as parts of speech, syntax, word order, inflections, agreement to convey meaning

Range of methods may include:

- use of a reference grammar
- seeking feedback from peers, teachers and other support people

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 Curriculum.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to:

- use appropriate conventions and apply linguistic knowledge to
 - use a wide range of grammatical terms to discuss features of own spoken and written language use
 - use a wide range of available resources to locate information about language relevant to own language use in the study context
 - apply grammatical knowledge to edit and refine own language use in a range of written and spoken study tasks
 - maintain own records of relevant grammatical information for future study purposes

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of EAL resources including
 - language references such as a bilingual dictionary, and / or an English-English dictionary or grammar text

Assessment practices consider the learner's need to initiate support from a range of established resources including:

- contextual support, for example in relation to unfamiliar jargon and cultural influences and expectations related to analysis of own written and spoken texts
- assistance in reviewing own texts
- assessment takes into consideration time to review and analyse own texts

Method(s) of assessment

The following are suggested assessment methods for this unit:

- review of portfolio demonstrating application of language analysis to own texts, and records of use of language references to undertake analysis
- review of own draft texts and responses to advice on language use
- documented observations during discussion of language use
- verbal questioning to confirm linguistic knowledge used to review language use in own complex texts