

**22471VIC Course in Initial General Education for Adults**  
**22476VIC Certificate I in General Education for Adults (Introductory)**  
**22472VIC Certificate I in General Education for Adults**  
**22473VIC Certificate II in General Education for Adults**  
**22474VIC Certificate III in General Education for Adults**

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

**Accredited for the period: 1 July 2018 – 30 June 2023**





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## **Version 1.1**

Version 1.1 reflects the following amendments;

- Content of unit *VU22370 Work with simple measurements in familiar situations* adjusted to reflect the outcomes approved by the Project Steering Committee
- Typographical errors corrected.

Version 1 reflects the reaccreditation of the Certificates in General Education for Adults.

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## Section A: Copyright and course classification information

<b>1. Copyright owner of the course</b>	Copyright of this course is held by the Department of Education and Training, Victoria © State of Victoria (Department of Education and Training) 2018.
<b>2. Address</b>	Department of Education and Training Higher Education and Skills Group Executive Director TAFE and ACFE Governance Division Participation, Practice & Development GPO Box 4367 Melbourne 3001 <b>Organisational Contact:</b> Eduard De Hue Adult Community and Further Education (ACFE) Board Email <a href="mailto:dehue.eduard.j@edumail.vic.gov.au">dehue.eduard.j@edumail.vic.gov.au</a> : <b>Day to day contact:</b> Service Industries Curriculum Maintenance Manager Victoria University PO Box 14428 Melbourne, VIC 8001 Email: <a href="mailto:sicmm.generalstudies@vu.edu.au">sicmm.generalstudies@vu.edu.au</a> Telephone: (03) 9919 5300/5302
<b>3. Type of submission</b>	Reaccreditation
<b>4. Copyright acknowledgement</b>	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 <a href="#">here</a> ) © Commonwealth of Australia <ul style="list-style-type: none"> <li>• BSB Business Services Training Package <ul style="list-style-type: none"> <li>– BSBITU101 Operate a personal computer</li> <li>– BSBITU102 Develop keyboard skills</li> <li>– BSBWHS201 Contribute to health and safety of self and others</li> <li>– BSBITU201 Produce simple word processed documents</li> <li>– BSBFLM303 Contribute to effective workplace relationships</li> <li>– BSBCMM201 Communicate in the workplace</li> <li>– BSBADM302 Produce texts from notes</li> <li>– BSBLIB304 Develop and use information literacy skills</li> </ul> </li> </ul>





	<ul style="list-style-type: none"> <li>- BSBMED303 Maintain patient records</li> <li>- BSBWRT401 Write complex documents</li> <li>• CHC Community Services training Package <ul style="list-style-type: none"> <li>- CHCCOM002 Use communication to build relationships</li> <li>- CHCCCS011 Meet personal support needs</li> <li>- CHCCOM005 Communicate and work in health or community services</li> </ul> </li> <li>• FDF10 Food Processing training Package <ul style="list-style-type: none"> <li>- FDFOP2061A Use numerical applications in the workplace</li> </ul> </li> <li>• FNS Financial Services Training Package <ul style="list-style-type: none"> <li>- FNSFLT201 Develop and use a personal budget</li> <li>- FNSFLT202 Develop and use a savings plan</li> <li>- FNSCUS401 Participate in negotiations</li> </ul> </li> <li>• HLT Health Training Package <ul style="list-style-type: none"> <li>- HLTAID002 Provide basic emergency life support</li> <li>- HLTAAP001 Recognise healthy body systems</li> <li>- HLTAID003 Provide first aid</li> </ul> </li> <li>• ICT Information and Communications Technology Training Package <ul style="list-style-type: none"> <li>- ICTICT103 Use, communicate and search securely on the internet</li> <li>- ICTICT106 Operate presentation packages</li> </ul> </li> <li>• PUA12 Public Safety Training Package <ul style="list-style-type: none"> <li>- PUATEA001B Work in a team</li> </ul> </li> <li>• SIS10 Sport, Fitness and Recreation Training Package <ul style="list-style-type: none"> <li>- SISSCOP205A Develop a personal financial plan</li> <li>- SISSCOP307A Manage personal finances</li> </ul> </li> </ul> <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 <a href="#">here</a>)</p> <ul style="list-style-type: none"> <li>• 22447VIC Certificate I in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> <li>- VU22104 Prepare simple budgets</li> <li>- VU22107 Calculate and communicate sports scores</li> <li>- VU22094 Explore your story</li> </ul> </li> <li>• 22448VIC Certificate II in Mumgu-dhal tyama-tiyt <ul style="list-style-type: none"> <li>- VU22113 Investigate the influence of Aboriginal and/or Torres Strait Islander history</li> <li>- VU22114 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture</li> </ul> </li> <li>• 22317VIC Certificate IV in Liberal Arts <ul style="list-style-type: none"> <li>- VU21881 Apply essential further study skills</li> </ul> </li> <li>• 22280VIC Certificate I in Employment Pathways</li> </ul>
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	<ul style="list-style-type: none"> <li>- VU21664 Prepare for employment</li> <li>- VU21666 Participate in job seeking activities</li> <li>• 22253VIC Certificate III in EAL (Access) <ul style="list-style-type: none"> <li>- VU21490 Organise and participate in a practical placement</li> </ul> </li> <li>• 222313VIC Certificate IV in Tertiary Preparation <ul style="list-style-type: none"> <li>- VU21864 Set study goals and plan education pathway</li> </ul> </li> <li>• 22241VIC Certificate III in Science <ul style="list-style-type: none"> <li>- VU22065 Conduct and present simple scientific research</li> <li>- VU22066 Develop study skills for science</li> </ul> </li> <li>• 22442VIC Certificate IV in Science <ul style="list-style-type: none"> <li>- VU22073 Research scientific fields of study</li> </ul> </li> </ul>	
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<b>6. Course accrediting body</b>	<b>Victorian Registration and Qualifications Authority</b>	
<b>7. AVETMISS information</b>	<b>ANZSCO</b> [Australian and New Zealand Standard Classification of Occupations]	GEN19 General education-not occupationally specific
	<b>ASCED Code – 4 digit</b> (Field of Education)	1201 General Education Programmes

	<b>National course code</b> 22471VIC 22476VIC 22472VIC 22473VIC 22474VIC
<b>8. Period of accreditation</b>	1 July 2018 – 30 June 2023



## Section B: Course information

1. Nomenclature	Standard 1 AQTF Standards for Accredited Courses
1.1 Name of the qualification	22471VIC Course in Initial General Education for Adults 22476VIC Certificate I in General Education for Adults (Introductory) 22472VIC Certificate I in General Education for Adults 22473VIC Certificate II in General Education for Adults 22474VIC Certificate III in General Education for Adults
1.2 Nominal duration of the course	22471VIC Course in Initial General Education for Adults: 225 hours 22476VIC Certificate I in General Education for Adults (Introductory): 355 – 440 hours 22472VIC Certificate I in General Education for Adults: 390 – 480 hours 22473VIC Certificate II in General Education for Adults: 340 – 440 hours 22474VIC Certificate III in General Education for Adults: 270 – 390 hours
2. Vocational or educational outcomes	Standard 1 AQTF Standards for Accredited Courses
2.1 Purpose of the course	<p>The Certificates in General Education for Adults (CGEA) address the education and training needs of adults who need to improve their literacy, basic maths and general education skills to access further study, employment or to participate in the community.</p> <p>The Course in Initial General Education for Adults provides learners who have low literacy and numeracy skills with the opportunity to build confidence, re-engage with learning and pathway into AQF qualifications.</p> <p>Certificate I in General Education for Adults (Introductory) outcomes focus on the development of literacy skills to create and engage with personally relevant simple, familiar and predictable paper based and web based text types and mathematical knowledge to apply numeracy skills in everyday familiar situations and to develop learning goals.</p> <p>Certificate I in General Education for Adults outcomes focus on the development of literacy skills to create and engage with a range of familiar and less familiar paper based and web based text types of limited complexity. The focus is on reading, interpreting and evaluating everyday texts and developing mathematical knowledge to apply numeracy skills in everyday familiar situations. Skills and knowledge are applied to develop and document a learning plan and prepare a portfolio.</p> <p>Certificate II in General Education for Adults outcomes focus on the development of literacy skills to create and engage with a range of familiar and unfamiliar complex texts types. The focus is on interpreting and creating a range of structurally intricate paper based and web based text types which may include some specialisation and to apply</p>

	<p>knowledge of everyday and formal numeracy in a range of contexts. Outcomes also focus on the skills and knowledge to conduct a project and to investigate pathways and develop, implement and review a learning plan.</p> <p>Certificate III in General Education for Adults outcomes focus on the development of literacy skills to create and engage with a broad range of highly complex paper based and web based text types. These include intricate, dense and extended texts across a broad range of contexts including specialised contexts. Outcomes also focus on performing a range of complex mathematical tasks. The Certificate III also includes the ability to research a range of pathway options and identify and progress toward personal goals.</p>
<b>3. Development of the course</b> Standards 1 and 2 AQTF Standards for Accredited Courses	
<b>3.1 Industry / enterprise/ community needs</b>	<p>Foundation Skills for adults comprising language, literacy, numeracy and digital literacy continue to be prominent in state and national VET policy.</p> <p>The CGEA curriculum is widely used across a number of educational settings to re-engage learners and to provide pathways. This includes Adult and Community Education (ACE) and Learn Local Organisations, TAFE and private RTOs in Victoria and nationally with a range of learner groups. Learner groups include:</p> <ul style="list-style-type: none"> <li>• learners who left mainstream education early, and whose life experiences have inhibited access to education, training and employment</li> <li>• learners in correctional institutions and youth facilities</li> <li>• Aboriginal and/or Torres Strait Islander learners</li> <li>• at risk youth</li> <li>• mature aged learners including long term residents from non English speaking backgrounds</li> <li>• learners in the Victorian Certificates of Applied Learning (VCAL) which is delivered to young and mature aged learners in both schools and post school settings.</li> </ul> <p>The current curriculum was reaccredited in 2013 and ongoing monitoring indicates that it continues to meet a strong demand to provide skill development in reading, writing and numeracy, and to meet personal needs and facilitate community participation, or workplace and further education and training options.</p> <p>The curriculum combines two main approaches to the development of literacy and numeracy. This includes a human capital perspective where the development of literacy and numeracy skills is linked to opportunities to gain employment and access further study. However this is balanced with a social practices perspective where the development of literacy and numeracy skills are closely linked to the experiences and lives of learners in their role in the community, citizenship and relationships.</p> <p>One of the major changes to the CGEA at the last reaccreditation was the mandatory inclusion of digital literacy in both the Engage and Create units. This was included in response to an identified need for</p>

individuals to use an increasing variety of technical and cognitive skills to interpret and create meaning, perform tasks and solve problems in digital environments. The inclusion of digital literacy also has implications for new ways of engaging with learners.

Implementation approaches for the CGEA have changed over the last few years and it is now used more widely to support vocational programs in addition to being used in standalone programs. CGEA units are used as support in a range of VET courses such as Certificate II in Electrotechnology Studies (Pre-vocational), Certificate III in Electrotechnology Electrician and the Diploma of Nursing. Engage and Create units from the CGEA have also been included in other Victorian accredited courses to enable the contextual development of literacy and numeracy skills, for example in the core of the Certificate III in Science and in a Further Study stream in the Certificate III in Mumgu-dahl tyama-tiyt. The following table details Victorian Government Funded and Fee for Service enrolments across all CGEA courses between 2013 and 2016.

CGEA Fee for Service and Government Funded Enrolments by year					
		2013	2014	2015	2016
22234VIC	Course in Initial General Education for Adults	829	1,212	728	745
22235VIC	Certificate I in General Education for Adults (Introductory)	2,972	2,972	2,969	3,202
22236VIC	Certificate I in General Education for Adults	5,765	5,765	5,719	2,959
22237VIC	Certificate II in General Education for Adults	9,684	15,487	3,176	2,197
22238VIC	Certificate III in General Education for Adults	2,346	1,791	709	514

Source: Victorian Department of Education and Training

### Enrolment trends

While it is anticipated that there will be ongoing demand for the courses both Government Funded and Fee for Service enrolments have declined markedly between 2013 and 2016. Although government funded enrolments are still solid, they have declined across all certificates with the exception of the 22235VIC Certificate I in General Education for Adults (Introductory) which has remained stable.

There has been a slight increase in CGEA fee for service enrolments particularly in the 22235VIC Certificate I in General Education for Adults (Introductory) and the 22236VIC Certificate I in General Education for Adults.

Enrolments for those learners identifying as Aboriginal and/or Torres Strait Islander in the CGEA have remained stable with a steady increase for the 22235VIC Certificate I in General Education for Adults (Introductory).

The decline in government funded enrolments does not take into account other programs which rely on different sources of funding. The CGEA is widely used in the corrections sector which is funded through the Department of Justice. Funding arrangements for LN Support where CGEA units are used to support learners completing vocational

programs are also not reflected in VTG figures for the CGEA. This is also indicative of changing usage patterns of the CGEA.

Other funding arrangements such as the limit on government subsidised training for a maximum of two courses at the same AQF level may also have had an impact. Another influencing factor may be the preference for pre-accredited training by Learn Local providers.

### **Victorian Government policy**

One of the key components of the Victorian Government's Skills First program focuses on high needs learners who require additional support to engage with and succeed in education and training. The Reconnect Program supports vulnerable young people who leave school early and often face multiple barriers to re-engaging in education and training and transitioning to the workforce or further training. The CGEA provides one of the ways through which learners can re-engage with learning and pathway to further learning.

### **Links to ACFE Board Strategic objectives**

The reaccreditation of the CGEA supports the ACFE Board's Strategy 2016 – 2019 to support Victorians facing learning barriers to develop a broad range of skills to access pathways to employment and further education. Specifically it supports the key strategic priority of supporting pathways to further education or employment and provides a possible transition point from non-accredited to accredited training.

### **National Foundation Skills Strategy for Adults**

At the national level, the National Foundation Skills Strategy for Adults currently remains the main national adult literacy and numeracy policy in Australia. The focus of the strategy is to improve the education and employment outcomes for Australian adults with low levels of literacy and numeracy. The Strategy has established a target that by 2022, two thirds of working age Australians will have literacy and numeracy skills at ACSF Level 3 or above. There is no available information towards current progress in achieving this target.

A number of activities were undertaken to establish the current and projected need for the courses and included:

- Analysis of enrolment data for the period between 2013-2016
- Conduct of an online survey of providers (98 respondents)
- A workshop with the CGEA practitioner network (8 participants)
- Conduct of a practitioner focus group (15 participants)
- Individual email correspondence
- Analysis of learner responses to an online survey (20 respondents)
- Desktop review of literature and ACFE policy.

### **Consultations**

#### **Practitioner Focus Group**

A focus group discussion of 14 CGEA practitioners from TAFE Institutes and Learn Locals was held on August 21, 2017. Participants delivered a range of CGEA programs with a range of learner cohorts. Participants discussed and responded to the following key areas:

	<ul style="list-style-type: none"> <li>• Approach to literacy and numeracy development in curriculum</li> <li>• Curriculum outcomes</li> <li>• Qualification structures</li> <li>• Units</li> </ul> <p>Participants validated the approach taken by the CGEA curriculum to the development of literacy and numeracy skills, namely that the curriculum is informed by a view that literacy and numeracy are complex social practices embedded in context, and influenced by purpose, audience and conventions. The curriculum takes the view that texts serve particular functions in diverse contexts and that different texts have predictable language structures depending on their function.</p> <p>Participants confirmed that each of the courses in the CGEA continues to meet the needs of diverse groups of learners. Participants emphasised the importance of the CGEA in providing an alternative for learners who had had negative experiences with education and had left school early as a result. The CGEA also provides an essential framework for the development of numeracy skills.</p> <p>Participants indicated that the CGEA courses support the development of literacy and numeracy skills across a broad range of levels and enable crucial pathways into a range of VET qualifications including areas such as:</p> <ul style="list-style-type: none"> <li>• Childcare</li> <li>• Aged care</li> <li>• Nursing Studies</li> <li>• Business</li> <li>• Hospitality</li> <li>• VCE/VCAL</li> <li>• Tertiary preparation with specialisations in engineering and science</li> <li>• Horticulture</li> <li>• Professional writing and editing.</li> </ul> <p>All participants agreed that the inclusion of mandatory digital literacy in the Engage and Create units as part of the last reaccreditation was working well. Participants discussed changing literacy practices in the digital age and discussed whether handwriting was still important. Some participants supported the importance of hand writing skills at all levels while others thought they were more important for learners at the lower level. Other participants thought that handwritten drafts at higher levels were useful but that final pieces could be printed. It was suggested that the requirement to include handwriting as compulsory at every level of the CGEA be investigated as part of the reaccreditation.</p> <p>Some participants pointed to research establishing a link between the process of writing and the development of reading and other cognitive skills. Forming letters by hand substantially improves recognition. Handwriting and using keyboards requires very different cognitive process. Research by Mueller and Oppenheimer suggested that</p>
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	<p>notetaking with a pen rather than with a keyboard gives students a better grasp of what they are learning. They point to the need to rephrase information while taking handwritten notes requiring a process of summarising and comprehension</p> <p>Participants also indicated that there are varying interpretations of the term “paper based” which is used in the curriculum. It was suggested that this could be changed to “handwritten”.</p> <p>Electronic Survey</p> <p>An electronic survey of Victorian RTOs who have self selected their inclusion on a CGEA database was conducted during August and September 2017 to obtain feedback on the usage, structure and broader outcomes of the CGEA curriculum. There were 98 survey responses from metropolitan and regional ACE and TAFE providers and other providers including private metropolitan and regional providers as well as government departments and community based organisations. 40% of respondents identified as TAFE metropolitan followed by 19% as TAFE regional. ACE/Learn Local respondents made up 17% of respondents.</p> <p>Respondents delivered the full range of the CGEA with many respondents offering a combination of certificates. The most delivered certificate was the Certificate II in General Education for Adults followed by the Certificate I with the least delivered being the Course in Initial General Education for Adults. In most instances respondents worked with combinations of diverse cohorts including younger disengaged learners, older mature aged cohorts, learners in the justice and youth justice systems, learners with disabilities as well as EAL learners. The prevalent cohort however was the youth cohort with 46% of respondents indicating this was their main cohort. A smaller number of respondents worked specifically with mature aged learners.</p> <p>Over 80% of respondents believed there was a continuing need for each of the courses in the CGEA. Comments included:</p> <ul style="list-style-type: none"> <li>• <i>Provides grounding for skills and knowledge required before entering into vocational courses. For some, these courses provides them the time they require to 'grow up' and thus have greater maturity to complete vocational courses</i></li> <li>• <i>Early school leavers continue to need a bridging course to enable them to apply for further study or apprenticeships</i></li> <li>• <i>Big need at initial and intro level</i></li> <li>• <i>Allows students second chance opportunity to catch up on skills and knowledge they might have missed out on while at school</i></li> <li>• <i>Is useful for youth that won't/can't attend school. Also for people returning to study and not able to go straight into other vocational courses due to gaps in their LLN skills</i></li> <li>• <i>The flexibility of CGEA (through clustering Units, importing Units from higher or lower certificates etc.) also enables practitioners to meet the needs of mixed-level cohorts.</i></li> </ul> <p>Student Survey</p> <p>Students currently completing any of the certificates in the CGEA were invited to provide feedback on their courses via an online survey.</p>
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There were 20 student responses. The majority of respondents were studying in Melbourne while a small number was studying in a regional area. All respondents indicated that the CGEA course they were completing was meeting their needs. A majority referred to the need to improve their maths and English skills to help them in everyday life. One respondent indicated they enjoyed the “chance to learn” and said: ‘I have found confidence in my ability to learn that I never thought I would have again’. A number of respondents identified the need for more speaking and conversation in the courses.

### **Key Themes**

The following key themes emerged from consultation:

- support for maintenance of the current qualification structures with further consideration of the core outcomes to include learning plan and project units
- review the inclusion of explicit oracy units
- review elective units to better support the broad range of students undertaking the courses
- review references to paper based and digital texts to better reflect current practices
- review information on ACSF mapping and alignment.

### **Project Steering Committee**

The reaccreditation of the Certificates was guided by a Project Steering Committee (PSC) comprised of the following members:

Linno Rhodes (Chair) Victorian Adult Literacy and Basic Education Council (VALBEC)

Mary Ellen Blackburn Box Hill Institute (Corrections sector)

Michael Taylor Australian Industry Group (AIG)

Christine Tully Numeracy expert/convenor CGEA practitioner network

Dennis Tonkin Victorian Curriculum and Assessment Authority (VCAA)

Philippa McLean ACSF expert

Bridget Cornish Community College Gippsland

Catherine Devlin Adult Learning Australia (ALA)

Neville Atkinson Victorian Aboriginal Education Association Inc. (VAEAI)

### **Skills and Knowledge Profile**

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.

The Certificates in General Education for Adults

- do not duplicate, by title or coverage, the outcomes of an endorsed training package qualification

	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• do not comprise units that duplicate units of competency of a training package qualification.</li> </ul>
<b>3.2 Review for re-accreditation</b>	<p>A mid cycle review of the CGEA was conducted in early 2016. The purpose of the review was to seek feedback from practitioners on whether the curriculum was enabling them to meet the needs of their diverse learners through the design of responsive and meaningful programs. There were 22 practitioner responses to an electronic survey while others provided feedback directly via email. Feedback generally indicated that the CGEA is flexible and can be contextualised to suit diverse learners and groups. The following issues were raised:</p> <ul style="list-style-type: none"> <li>• include more technology related units which resulted in the addition of the unit <i>ICTICT106 Operate presentation packages</i> to the elective bank of Certificates II and III</li> <li>• too many assessment requirements for example, requirement to assess 3 text types</li> <li>• return verbal communication to the curriculum</li> <li>• more choice in electives across certificates</li> <li>• increase emphasis on digital skills</li> <li>• more range of units that are 'Youth friendly'</li> <li>• learning outcomes about audience and purpose, definition of features, and source of text should be in required knowledge and skills rather than learning outcomes-</li> <li>• more electives for each level would be appreciated, especially more suited to remote Aboriginal and/or Torres Strait Islander learners</li> <li>• clarify the term "paper-based text" To what extent does it, infer/include the use of handwriting skills?</li> <li>• ICTICT103 Use, communicate and search securely on the internet has a lot of performance criteria which are IT related, rather than supporting digital literacy. So, it is very technical and more complex than is suitable for CGEA I.</li> </ul> <p><b>Transition</b></p> <p><b>22471VIC Course in Initial General Education for Adults</b></p> <p>The 22471VIC Course in Initial General Education for Adults replaces and is equivalent to the 22234VIC Course in Initial General Education for Adults. There can be no new enrolments in the 22234VIC Course in Initial General Education for Adults after 30 June 2018.</p> <p><b>22476VIC Certificate I in General Education for Adults (Introductory)</b></p> <p>The 22476VIC Certificate I in General Education for Adults (Introductory) replaces and is equivalent to the 22235VIC Certificate I</p>

	<p>in General Education for Adults (Introductory). There can be no enrolments in the 22235VIC after 30 June 2018.</p> <p><b>22472VIC Certificate I in General Education for Adults</b></p> <p>The 22472VIC Certificate I in General Education for Adults replaces and is equivalent to the 22236VIC Certificate I in General Education for Adults. There can be no new enrolments in the 22236VIC after 30 June 2018.</p> <p><b>22473VIC Certificate II in General Education for Adults</b></p> <p>The 22473VIC Certificate II in General Education for Adults replaces and is equivalent to the 22237VIC Certificate II in General Education for Adults. There can be no new enrolments in the 22237VIC after 30 June 2018.</p> <p><b>22474VIC Certificate III in General Education for Adults</b></p> <p>The 22474VIC Certificate III in General Education for Adults replaces and is equivalent to the 22238VIC Certificate III in General Education for Adults. There can be no new enrolments in the 22238VIC after 30 June 2018.</p> <p>The following table identifies the relationship between units from the previous iteration of the CGEA with units from the current courses.</p>
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Current Code and Title		Superseded Code and Title		Relationship
VU22342	Identify learning objectives	VU21282	Develop a learning plan and portfolio with support	Equivalent
VU22343	Engage with short simple texts for personal purposes	VU21283	Engage with short simple texts for personal purposes	Equivalent
VU22344	Engage with short simple texts for learning purposes	VU21284	Engage with short simple texts for learning purposes	Equivalent
VU22345	Engage with short simple texts for employment purposes	VU21285	Engage with short simple texts for employment purposes	Equivalent
VU22346	Engage with short simple texts to participate in the community	VU21286	Engage with short simple texts to participate in the community	Equivalent
VU22347	Participate in short simple spoken interactions	N/A	N/A	New unit no equivalent
VU22348	Create short simple texts for personal purposes	VU21287	Create short simple texts for personal purposes	Equivalent
VU22349	Create short simple texts for learning purposes	VU21288	Create short simple texts for learning purposes	Equivalent
VU22350	Create short simple texts for employment purposes	VU21289	Create short simple texts for employment purposes	Equivalent
VU22351	Create short simple texts to participate in the community	VU21290	Create short simple texts to participate in the community	Equivalent
VU22352	Recognise numbers and money in simple, highly familiar situations	VU21291	Recognise numbers and money in simple, highly familiar situations	Equivalent
VU22353	Recognise, give and follow simple and familiar directions	VU21292	Recognise, give and follow simple and familiar oral directions	Equivalent
VU22354	Recognise measurements in simple, highly familiar situations	VU21293	Recognise measurements in simple, highly familiar situations	Equivalent
VU22355	Recognise shape and design in simple, highly familiar situations	VU21294	Recognise shape and design in simple, highly familiar situations	Equivalent
VU22356	Recognise and locate simple numerical information in short, simple highly familiar texts	VU21295	Recognise and locate simple numerical information in short, simple highly familiar texts	Equivalent
VU22357	Recognise and locate numerical information in simple, highly familiar tables and graphs	VU21296	Recognise and locate numerical information in simple, highly familiar tables and graphs	Equivalent
VU22358	Develop learning goals	VU21297	Develop and document a learning plan and portfolio with guidance	Equivalent
VU22359	Conduct a project with guidance	VU21298	Conduct a project with guidance	Equivalent

Current Code and Title		Superseded Code and Title		Relationship
VU22360	Engage with simple texts for personal purposes	VU21299	Engage with simple texts for personal purposes	Equivalent
VU22361	Engage with simple texts for learning purposes	VU21300	Engage with simple texts for learning purposes	Equivalent
VU22362	Engage with simple texts for employment purposes	VU21301	Engage with simple texts for employment purposes	Equivalent
VU22363	Engage with simple texts to participate in the community	VU21302	Engage with simple texts to participate in the community	Equivalent
VU22364	Participate in simple spoken interactions	N/A	N/A	New unit no equivalent
VU22365	Create simple texts for personal purposes	VU21303	Create simple texts for personal purposes	Equivalent
VU22366	Create simple texts for learning purposes	VU21304	Create simple texts for learning purposes	Equivalent
VU22367	Create simple texts for employment purposes	VU21305	Create simple texts for employment purposes	Equivalent
VU22368	Create simple texts to participate in the community	VU21306	Create simple texts to participate in the community	Equivalent
VU22369	Work with simple numbers and money in familiar situations	VU21307	Work with numbers and money in simple familiar situations	Equivalent
VU22370	Work with simple measurements in familiar situations	VU21309	Work with measurements in simple, familiar situations	Equivalent
VU22371	Work with simple design and shape in familiar situations	VU21310	Work with simple design and shape in familiar situations	Equivalent
VU22372	Work with and interpret simple numerical information in familiar texts	VU21311	Work with and interpret simple numerical information in familiar texts	Equivalent
VU22373	Work with and interpret simple statistical information in familiar texts	VU21312	Work with and interpret statistical information in simple, familiar texts	Equivalent
VU22374	Develop verbal communication skills	VU21313	Develop verbal communication skills	Equivalent
VU22375	Apply basic computer skills to language learning	VU21314	Apply basic computer skills to language learning	Equivalent
VU22376	Access the internet for language learning	VU21315	Access the internet for language learning	Equivalent
VU22377	Identify Australian environmental issues	VU21316	Identify Australian environmental issues	Equivalent
VU22378	Communicate with others in familiar and predictable contexts	VU21317	Communicate with others in familiar and predictable contexts	Equivalent
VU22379	Identify community options	VU21318	Identify community options	Equivalent

Current Code and Title		Superseded Code and Title		Relationship
VU22380	Identify features of the education system	VU21319	Identify features of the education system	Equivalent
VU22381	Identify features of the health care system	VU21320	Identify features of the health care system	Equivalent
VU22382	Identify major events in Australian history	VU21321	Identify major events in Australian history	Equivalent
VU22383	Identify common digital media	VU21322	Identify common digital media	Equivalent
VU22384	Develop and document a learning plan and portfolio	VU21323	Develop and document a learning plan and portfolio	Equivalent
VU22385	Plan and undertake a project	VU21324	Plan and undertake a project	Equivalent
VU22386	Engage with texts of limited complexity for personal purposes	VU21325	Engage with texts of limited complexity for personal purposes	Equivalent
VU22387	Engage with texts of limited complexity for learning purposes	VU21326	Engage with texts of limited complexity for learning purposes	Equivalent
VU22388	Engage with texts of limited complexity for employment purposes	VU21327	Engage with texts of limited complexity for employment purposes	Equivalent
VU22389	Engage with texts of limited complexity to participate in the community	VU21328	Engage with texts of limited complexity to participate in the community	Equivalent
VU22390	Participate in spoken interactions of limited complexity	N/A	N/A	New unit no equivalent
VU22391	Create texts of limited complexity for personal purposes	VU21329	Create texts of limited complexity for personal purposes	Equivalent
VU22392	Create texts of limited complexity for learning purposes	VU21330	Create texts of limited complexity for learning purposes	Equivalent
VU22393	Create texts of limited complexity to participate in the workplace	VU21331	Create texts of limited complexity to participate in the workplace	Equivalent
VU22394	Create texts of limited complexity to participate in the community	VU21332	Create texts of limited complexity to participate in the community	Equivalent
VU22395	Work with a range of numbers and money in familiar and routine situations	VU21333	Work with a range of numbers and money in familiar and routine situations	Equivalent
VU22396	Work with and interpret directions in familiar and routine situations	VU21334	Work with and interpret directions in familiar and routine situations	Equivalent

Current Code and Title	Superseded Code and Title	Relationship
VU22397 Work with measurement in familiar and routine situations	VU21335 Work with measurement in familiar and routine situations	Equivalent
VU22398 Work with and interpret statistical information in familiar and routine texts	VU21338 Work with and interpret statistical information in familiar and routine texts	Equivalent
VU22399 Work with design and shape in familiar and routine situations	VU21336 Work with design and shape in familiar and routine situations	Equivalent
VU22400 Work with and interpret numerical information in familiar and routine texts	VU21337 Work with and interpret numerical information in familiar and routine texts	Equivalent
VU22401 Undertake a simple investigation of science in the community	VU21342 Undertake a simple investigation of science in the community	Equivalent
VU22402 Undertake a simple investigation of health and well being	VU21343 Undertake a simple investigation of health and well being	Equivalent
VU22403 Undertake a simple investigation of an environmental issue	VU21344 Undertake a simple investigation of an environmental issue	Equivalent
VU22404 Undertake a simple investigation of physical behaviour of energy and matter	VU21345 Undertake a simple investigation of physical behaviour of energy and matter	Equivalent
VU22405 Undertake a simple investigation of chemical behaviour of matter	VU21346 Undertake a simple investigation of chemical behaviour of matter	Equivalent
VU22406 Undertake a simple investigation of how the earth, moon and sun interact	VU21347 Undertake a simple investigation of how the earth, moon and sun interact	Equivalent
VU22407 Undertake a simple investigation of factors for continuity of life	VU21348 Undertake a simple investigation of factors for continuity of life	Equivalent
VU22408 Identify the Australian electoral system	VU21349 Identify the Australian electoral system	Equivalent
VU22409 Investigate the legal system	VU21350 Investigate the legal system	Equivalent
VU22410 Investigate driving and owning a car	VU21351 Investigate driving and owning a car	Equivalent
VU22411 Research pathways and produce a learning plan and portfolio	VU21353 Research pathways and produce a learning plan and portfolio	Equivalent
VU22412 Implement and review a project	VU21354 Implement and review a project	Equivalent
VU22413 Engage with a range of complex texts for personal purposes	VU21355 Engage with a range of complex texts for personal purposes	Equivalent



Current Code and Title		Superseded Code and Title		Relationship
VU22414	Engage with a range of complex texts for learning purposes	VU21356	Engage with a range of complex texts for learning purposes	Equivalent
VU22415	Engage with a range of complex texts for employment purposes	VU21357	Engage with a range of complex texts for employment purposes	Equivalent
VU22416	Engage with a range of complex texts to participate in the community	VU21358	Engage with a range of complex texts to participate in the community	Equivalent
VU22417	Participate in complex spoken interactions	N/A	N/A	New unit no equivalent
VU22418	Create a range of complex texts for personal purposes	VU21359	Create a range of complex texts for personal purposes	Equivalent
VU22419	Create a range of complex texts for learning purposes	VU21360	Create a range of complex texts for learning purposes	Equivalent
VU22420	Create a range of complex texts to participate in the workplace	VU21361	Create a range of complex texts to participate in the workplace	Equivalent
VU22421	Create a range of complex texts to participate in the community	VU21362	Create a range of complex texts to participate in the community	Equivalent
VU22422	Investigate and interpret shapes and measurements and related formulae	VU21363	Investigate and interpret shapes and measurements and related formulae in a range of contexts	Equivalent
VU22423	Investigate numerical and statistical information	VU21364	Investigate numerical and statistical information in a range of contexts	Equivalent
VU22424	Investigate and use simple mathematical formulae and problem solving techniques	VU21365	Investigate & use simple mathematical formulae and problem solving techniques in a range of contexts	Equivalent
VU22425	Investigate an environmental issue	VU21366	Investigate an environmental issue	Equivalent
VU22426	Investigate the characteristics of living things	VU21367	Investigate the characteristics of living things	Equivalent
VU22427	Investigate the impact of a scientific issue on the community	VU21368	Investigate the impact of a scientific issue on the community	Equivalent
VU22428	Investigate Indigenous history	VU21369	Investigate Indigenous history	Equivalent
VU22429	Investigate features of Australian culture	VU21370	Investigate features of Australian culture	Equivalent
VU22430	Investigate continuity of life	VU21371	Investigate continuity of life	Equivalent
VU22431	Investigate energy, force and matter	VU21372	Investigate energy, force and matter	Equivalent
VU22432	Investigate chemical behaviour of common substances	VU21373	Investigate chemical behaviour of common substances	Equivalent

Current Code and Title		Superseded Code and Title		Relationship
VU22433	Investigate the solar system	VU21374	Investigate the solar system	Equivalent
VU22434	Evaluate pathway options, design a learning plan and compile a portfolio	VU21375	Evaluate pathway options, design a learning plan and compile a portfolio	Equivalent
VU22435	Engage with a range of highly complex texts for personal purposes	VU21376	Engage with a range of highly complex texts for personal purposes	Equivalent
VU22436	Engage with a range of highly complex texts for learning purposes	VU21377	Engage with a range of highly complex texts for learning purposes	Equivalent
VU22437	Engage with a range of highly complex texts for employment purposes	VU21378	Engage with a range of highly complex texts for employment purposes	Equivalent
VU22438	Engage with a range of highly complex texts to participate in the community	VU21379	Engage with a range of highly complex texts to participate in the community	Equivalent
VU22439	Create a range of highly complex texts for personal purposes	VU21380	Create a range of highly complex texts for personal purposes	Equivalent
VU22440	Create a range of highly complex texts for learning purposes	VU21381	Create a range of highly complex texts for learning purposes	Equivalent
VU22441	Create a range of highly complex texts to participate in the community	VU21382	Create a range of highly complex texts to participate in the community	Equivalent
VU22442	Analyse and evaluate numerical and statistical information	VU21383	Analyse and evaluate numerical and statistical information	Equivalent
VU22443	Use algebraic techniques to analyse mathematical problems	VU21384	Use algebraic techniques to analyse mathematical problems	Equivalent
VU22444	Use formal mathematical concepts and techniques to analyse and solve problems	VU21385	Use formal mathematical concepts and techniques to analyse and solve problems	Equivalent
VU22445	Investigate current issues	VU21386	Investigate current issues	Equivalent
VU22446	Design and review a project	VU21389	Design and review a project	Equivalent
VU22447	Analyse science in the community	VU21390	Analyse science in the community	Equivalent
VU22450	Work with and interpret simple directions in familiar situations	VU21308	Work with and interpret directions in simple, familiar situations	Equivalent

Current Code and Title		Superseded Code and Title		Relationship
BSBITU101	Operate a personal computer	BSBITU101	Operate a personal computer	No change
BSBITU102	Develop keyboard skills	BSBITU102	Develop keyboard skills	No change
BSBWHS201	Contribute to health and safety of self and others	BSBWHS201	Contribute to health and safety of self and others	No change
BSBITU201	Produce simple word processed documents	BSBITU201	Produce simple word processed documents	No change
BSBFLM303	Contribute to effective workplace relationships	BSBFLM303	Contribute to effective workplace relationships	No change
BSBCMM201	Communicate in the workplace	BSBCMM201	Communicate in the workplace	No change
BSBADM302	Produce texts from notes	BSBADM302	Produce texts from notes	No change
BSBLIB304	Develop and use information literacy skills	BSBLIB304	Develop and use information literacy skills	No change
BSBMED303	Maintain patient records	N/A	N/A	Newly imported unit no equivalent
BSBWRT401	Write complex documents	BSBWRT401	Write complex documents	No change
FDFOP2061A	Use numerical applications in the workplace	FDFOP2061A	Use numerical applications in the workplace	No change
FNSFLT201	Develop and use a personal budget	FNSFLT201	Develop and use a personal budget	No change
FNSFLT202	Develop and use a savings plan	FNSFLT202	Develop and use a savings plan	No change
FNSCUS401	Participate in negotiations	FNSCUS401	Participate in negotiations	No change
HLTAID002	Provide basic emergency life support	HLTAID002	Provide basic emergency life support	No change
HLTAAP001	Recognise healthy body systems	N/A	N/A	Newly imported unit no equivalent
HLTAID003	Provide first aid	N/A	N/A	Newly imported unit no equivalent
ICTICT103	Use, communicate and search securely on the internet	ICTICT103	Use, communicate and search securely on the internet	No change
ICTICT106	Operate presentation packages	N/A	N/A	Newly imported unit
PUATEA001B	Work in a team	PUATEA001B	Work in a team	No change
SISSCOP205A	Develop a personal financial plan	SISSCOP205A	Develop a personal financial plan	No change
SISSCOP307A	Manage personal finances	SISSCOP307A	Manage personal finances	No change
VU22104	Prepare simple budgets	VU21046	Prepare simple budgets	Equivalent
VU22107	Calculate and communicate sports scores	VU21043	Calculate and communicate sports scores	Equivalent
VU22094	Explore your story	N/A	N/A	Newly imported unit

Current Code and Title		Superseded Code and Title		Relationship
VU22113	Investigate the influence of Aboriginal and/or Torres Strait Islander history	N/A	N/A	Newly imported unit
VU22114	Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	N/A	N/A	Newly imported unit
VU21881	Apply essential further study skills	VU20746	Apply essential further study skills	Equivalent
VU21664	Prepare for employment	VU21664	Prepare for employment	No change
VU21666	Participate in job seeking activities	VU21666	Participate in job seeking activities	No change
VU21490	Organise and participate in a practical placement	VU21490	Organise and participate in a practical placement	No change
VU21864	Set study goals and plan education pathway	VU21864	Set study goals and plan education pathway	No change
VU22065	Conduct and present simple scientific research	N/A	N/A	Newly imported unit no equivalent
VU22066	Develop study skills for science	N/A	N/A	Newly imported unit no equivalent
VU22073	Research scientific fields of study	N/A	N/A	Newly imported unit no equivalent
CHCCOM002	Use communication to build relationships	N/A	N/A	Newly imported unit no equivalent
CHCCCS011	Meet personal support needs	N/A	N/A	Newly imported unit no equivalent
CHCCOM005	Communicate and work in health or community services	N/A	N/A	Newly imported unit no equivalent

4. Course outcomes	Standards 1, 2, 3 and 4 AQTF Standards for Accredited Courses
4.1 Qualification level	<p>The <b>Certificate I in General Education for Adults (Introductory)</b> is consistent with the criteria and specifications of the Australian Qualifications Framework Level I as follows:</p> <p><b>Knowledge:</b> Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work through knowledge of:</p> <ul style="list-style-type: none"> <li>• own short term learning objectives</li> <li>• highly familiar and predictable text types relevant to own needs</li> <li>• basic reading strategies to engage with familiar paper based and web based text types</li> <li>• stages or processes of writing including planning, drafting and editing.</li> </ul> <p><b>Skills:</b> Graduates at this level will have foundational cognitive, technical and communication skills to:</p> <ul style="list-style-type: none"> <li>• identify and review achievement of own short term learning objectives</li> <li>• undertake defined routine activities such as planning and carrying out a simple project based on own identified interests</li> <li>• identify and report simple issues and problems such as identifying problems in achieving learning goals</li> <li>• use a limited range of reading strategies to create meaning from simple familiar and predictable text types</li> <li>• convey and discuss information about texts</li> <li>• construct simple and familiar text with appropriate support</li> <li>• apply simple mathematical knowledge in familiar and everyday situations</li> <li>• use paper based and web based mediums to engage with and create simple texts.</li> </ul> <p><b>Application of knowledge and skills:</b> Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters through:</p> <ul style="list-style-type: none"> <li>• working with a support person to discuss, identify and implement own short term learning objectives</li> <li>• completing project tasks according to agreed steps</li> <li>• working with other learners to discuss roles and expected outcomes for a project</li> <li>• locating, reading and interpreting specific information in simple ,familiar and predictable paper based and web based text types</li> <li>• creating texts for a limited purpose and audience</li> <li>• applying relevant mathematical information in familiar contexts.</li> </ul>

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

5. Course rules		Standards 2, 6,7 and 9 AQTF Standards for Accredited Courses	
To be eligible for the 22471VIC Course in Initial General Education for Adults, learners must successfully complete a total of 11 units comprising: Core - 1 unit Core Skills Reading and Oracy - 3 units Core Skills Writing - 3 Units Core Skills Numeracy and Mathematics - 4 units			
A Statement of Attainment will be issued for any unit of competency completed if the full course is not completed.			
Unit Code	Field of Education code	Unit Title	Nominal Hours
Core (1)			
VU22342	120103	Identify learning objectives	20
Core Skills Reading and Oracy (3)			
VU22343	120103	Engage with short simple texts for personal purposes	20
VU22344	120103	Engage with short simple texts for learning purposes	20
VU22345	120103	Engage with short simple texts for employment purposes	20
VU22346	120103	Engage with short simple texts to participate in the community	20
VU22347	120103	Participate in short simple spoken interactions	20
Core Skills Writing (3)			
VU22348	120103	Create short simple texts for personal purposes	15
VU22349	120103	Create short simple texts for learning purposes	15
VU22350	120103	Create short simple texts for employment purposes	15
VU22351	120103	Create short simple texts to participate in the community	15
Core Skills Numeracy and Mathematics (4)			
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	225

To be eligible for the award of the 22476VIC Certificate I in General Education for Adults (Introductory), learners must successfully complete a total of 16 units comprising:

Core – 2 units

Core Skills Reading and Oracy – 3 units

Core Skills Writing – 3 units

Core Skills Numeracy and Mathematics – 4 units

Special interest electives – 4 units which can be selected from:

- units listed in the Special Interest Electives, which have not been previously completed, and / or
- Core Skills Reading & Oracy, Writing and Numeracy & Mathematics units from the 22476VIC Certificate I in General Education for Adults (Introductory), or the 22471VIC Course in Initial General Education for Adults or the 22472VIC Certificate I in General Education for Adults, which have not been previously completed, and / or
- units / modules which are first packaged in AQF level 1 or 2 qualifications in nationally endorsed training packages or accredited curriculum

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit Code	Field of Education code	Unit Title	Nominal Hours
<b>Core (2)</b>			
VU22358	120103	Develop learning goals	20
VU22359	120199	Conduct a project with guidance	20
<b>Core Skills Reading and Oracy (3)</b>			
VU22360	120103	Engage with simple texts for personal purposes	25
VU22361	120103	Engage with simple texts for learning purposes	25
VU22362	120103	Engage with simple texts for employment purposes	25
VU22363	120103	Engage with simple texts to participate in the community	25
VU22364	120103	Participate in simple spoken interactions	20
<b>Core Skills Writing (3)</b>			
VU22365	120103	Create simple texts for personal purposes	25
VU22366	120103	Create simple texts for learning purposes	25
VU22367	120103	Create simple texts for employment purposes	25
VU22368	120103	Create simple texts to participate in the community	25
<b>Core Skills Numeracy and Mathematics (4)</b>			
VU22369	120103	Work with simple numbers and money in familiar situations	30
VU22450	120103	Work with and interpret simple directions in familiar situations	30
VU22370	120103	Work with simple measurements in familiar situations	30
VU22371	120103	Work with simple design and shape in familiar situations	30

VU22372	120103	Work with and interpret simple numerical information in familiar texts	30
VU22373	120103	Work with and interpret simple statistical information in familiar texts	30
<b>Special Interest Electives (4)</b>			
BSBITU101	080905	Operate a personal computer	20
BSBITU102	080903	Develop keyboard skills	40
BSBWHS201	061301	Contribute to health and safety of self and others	20
FDFOP2061A	010101	Use numerical applications in the workplace	30
HLTAID002	069907	Provide basic emergency life support	12
VU22104	120103	Prepare simple budgets	10
VU22374	120103	Develop verbal communication skills	15
VU22375	120103	Apply basic computer skills to language learning	20
VU22376	120103	Access the internet for language learning	20
VU22377	120199	Identify Australian environmental issues	20
VU22378	120103	Communicate with others in familiar and predictable contexts	15
VU22379	120199	Identify community options	20
VU22380	120199	Identify features of the education system	20
VU22381	120199	Identify features of the health care system	20
VU22382	120103	Identify major events in Australian history	30
VU22383	120199	Identify common digital media	10
VU21664	120599	Prepare for employment	30
		<b>Nominal duration</b>	<b>355 – 440</b>

To be eligible for the award of the 22472VIC Certificate I in General Education for Adults, learners must successfully complete a total of 16 units comprising:

Core – 2 units

Core Skills Reading and Oracy – 3 units

Core Skills Writing – 3 units

Core Skills Numeracy and Mathematics – 4 units

Special Interest electives – 4 units which can be selected from:

- units listed in the Special Interest Electives, which have not previously been completed, and / or
- Core Skills Reading & Oracy, Writing and Numeracy & Mathematics units from the 22476VIC Certificate I in General Education for Adults (Introductory), or the 22472VIC Certificate I in General Education for Adults or the 22473VIC Certificate II in General Education for Adults, which have not previously been completed, and / or
- units / modules which are first packaged in AQF level 1 or 2 qualifications in nationally endorsed training packages or accredited curriculum

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit Code	Field of Education code	Unit Title	Nominal Hours
<b>Core (2)</b>			
VU22384	120103	Develop and document a learning plan and portfolio	20
VU22385	120199	Plan and undertake a project	30
<b>Core Skills Reading and Oracy (3)</b>			
VU22386	120103	Engage with texts of limited complexity for personal purposes	25
VU22387	120103	Engage with texts of limited complexity for learning purposes	25
VU22388	120103	Engage with texts of limited complexity for employment purposes	25
VU22389	120103	Engage with texts of limited complexity to participate in the community	25
VU22390	120103	Participate in spoken interactions of limited complexity	20
<b>Core Writing Skills (3)</b>			
VU22391	120103	Create texts of limited complexity for personal purposes	25
VU22392	120103	Create texts of limited complexity for learning purposes	25
VU22393	120103	Create texts of limited complexity to participate in the workplace	25
VU22394	120103	Create texts of limited complexity to participate in the community	25

<b>Core Skills Numeracy and Mathematics (4)</b>			
VU22395	120103	Work with a range of numbers and money in familiar and routine situations	30
VU22396	120103	Work with and interpret directions in familiar and routine situations	30
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
VU22400	120103	Work with and interpret numerical information in familiar and routine texts	30
<b>Special Interest Electives (4)</b>			
BSBITU101	080905	Operate a personal computer	20
BSBITU102	080903	Develop keyboard skills	40
BSBWHS201	061301	Contribute to health and safety of self and others	20
HLTAID002	069907	Provide basic emergency life support	12
HLTAID003	069907	Provide first aid	18
ICTICT103	080905	Use, communicate and search securely on the internet	50
ICTICT106	080905	Operate presentation packages	25
PUATEA001B	120505	Work in a team	20
VU21666	120503	Participate in job seeking activities	50
VU22107	120103	Calculate and communicate sports scores	10
VU22379	120199	Identify community options	20
VU22380	120199	Identify features of the education system	20
VU22381	120199	Identify features of the health care system	20
VU22401	120199	Undertake a simple investigation of science in the community	40
VU22402	120199	Undertake a simple investigation of health and well being	20
VU22403	120199	Undertake a simple investigation of an environmental issue	20
VU22404	120199	Undertake a simple investigation of physical behaviour of energy and matter	20
VU22405	120199	Undertake a simple investigation of chemical behaviour of matter	20
VU22406	120199	Undertake a simple investigation of how the earth, moon and sun interact	20

VU22407	120199	Undertake a simple investigation of factors for continuity of life	20
VU22408	120199	Identify the Australian electoral system	30
VU22409	120199	Investigate the legal system	20
VU22410	120199	Investigate driving and owning a car	15
VU22382	120103	Identify major events in Australian history	30
VU22094	090311	Explore your story	35
		<b>Nominal Duration</b>	<b>390 – 480</b>



To be eligible for the award of the 22473VIC Certificate II in General Education for Adults, learners must successfully complete a total of 11 units comprising:

Core – 2 units

Core Skills Reading and Oracy– 2 units

Core Skills Writing – 2 units

Core Skills Numeracy and Mathematics – 2 units

Special Interest electives – 3 units which can be selected from:

- units listed in the Special Interest Electives, which have not previously been completed, and / or
- Core Skills Reading & Oracy, Writing and Numeracy & Mathematics units from the 22473VIC Certificate II in General Education for Adults, or the 22472VIC Certificate I in General Education for Adults or the 22474VIC Certificate III in General Education for Adults, which have not previously been completed, and / or
- units / modules which are first packaged in AQF level 2 or 3 qualifications in nationally endorsed training packages or accredited curriculum

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit Code	Field of Education code	Unit Title	Nominal Hours
<b>Core (2)</b>			
VU22411	120103	Research pathways and produce a learning plan and portfolio	20
VU22412	120199	Implement and review a project	30
<b>Core Skills Reading and Oracy (2)</b>			
VU22413	120103	Engage with a range of complex texts for personal purposes	30
VU22414	120103	Engage with a range of complex texts for learning purposes	30
VU22415	120103	Engage with a range of complex texts for employment purposes	30
VU22416	120103	Engage with a range of complex texts to participate in the community	30
VU22417	120103	Participate in complex spoken interactions	20
<b>Core Skills Writing (2)</b>			
VU22418	120103	Create a range of complex texts for personal purposes	30
VU22419	120103	Create a range of complex texts for learning purposes	30
VU22420	120103	Create a range of complex texts to participate in the workplace	30

VU22421	120103	Create a range of complex texts to participate in the community	30
<b>Core Skills Numeracy and Mathematics (2)</b>			
VU22422	120103	Investigate and interpret shapes and measurements and related formulae	50
VU22423	120103	Investigate numerical and statistical information	50
VU22424	120103	Investigate and use simple mathematical formulae and problem solving techniques	50
<b>Special interest Elective (3)</b>			
BSBADM302	080901	Produce texts from notes	60
BSBMED303	080901	Maintain patient records	20
BSBCMM201	120505	Communicate in the workplace	40
BSBITU201	080905	Produce simple word processed documents	60
BSBWHS201	061301	Contribute to health and safety of self and others	20
CHCCOM005	120505	Communicate and work in health or community services	30
FNSFLT201	080101	Develop and use a personal budget	20
FNSFLT202	080101	Develop and use a savings plan	20
HLTAID003	069907	Provide first aid	18
ICTICT103	080905	Use, communicate and search securely on the internet	50
ICTICT106	080905	Operate presentation packages	25
PUATEA001B	120505	Work in a team	20
VU21490	120599	Organise and participate in a practical placement	50
VU22065	120105	Conduct and present simple scientific research	20
VU22066	120103	Develop study skills for science	30
VU22425	120199	Investigate an environmental issue	20
VU22426	120199	Investigate the characteristics of living things	20
VU22427	120199	Investigate the impact of a scientific issue on the community	40
VU22428	120199	Investigate Indigenous history	30
VU22429	120199	Investigate features of Australian culture	30
VU22430	120199	Investigate continuity of life	20
VU22431	120199	Investigate energy, force and matter	20
VU22432	120199	Investigate chemical behaviour of common substances	20
VU22433	120199	Investigate the solar system	20

		<b>Nominal Duration</b>	<b>340 - 440</b>
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To be eligible for the award of the 22474VIC Certificate III in General Education for Adults, learners must successfully complete a total of 8 units comprising:

Core – 1 unit

Core Skills Reading / Writing / Numeracy and Mathematics – 4 units

Special Interest electives – 3 units which can be selected from:

- units listed in the Special Interest Electives, which have not previously been completed, and / or
- Core Skills Reading, Writing and Numeracy & Mathematics units from the 22474VIC Certificate III in General Education for Adults, or the 22473VIC Certificate II in General Education for Adults, which have not previously been completed, and / or
- units / modules which are first packaged in AQF level 3 or 4 qualifications in nationally endorsed training packages or accredited curriculum

A Statement of Attainment will be issued for any unit of competency completed if the full qualification is not completed.

Unit Code	Field of Education code	Unit Title	Nominal Hours
<b>Core (1)</b>			
VU22434	120103	Evaluate pathway options, design a learning plan and compile a portfolio	60
<b>Core Skills Reading</b>			
VU22435	120103	Engage with a range of highly complex texts for personal purposes	30
VU22436	120103	Engage with a range of highly complex texts for learning purposes	30
VU22437	120103	Engage with a range of highly complex texts for employment purposes	30
VU22438	120103	Engage with a range of highly complex texts to participate in the community	30
<b>Core Skills Writing</b>			
VU22439	120103	Create a range of highly complex texts for personal purposes	30
VU22440	120103	Create a range of highly complex texts for learning purposes	30
BSBWRT401	080901	Write complex documents	50
VU22441	120103	Create a range of highly complex texts to participate in the community	30
<b>Core Skills Numeracy and Mathematics</b>			
VU22442	120103	Analyse and evaluate numerical and statistical information	50

VU22443	120103	Use algebraic techniques to analyse mathematical problems	50
VU22444	120103	Use formal mathematical concepts and techniques to analyse and solve problems	50
<b>Special Interest Electives (3)</b>			
VU22445	120199	Investigate current issues	25
VU22428	120199	Investigate Indigenous history	30
VU22429	120199	Investigate features of Australian culture	30
VU22446	120199	Design and review a project	40
VU22447	120199	Analyse science in the community	40
VU21864	120199	Set study goals and plan education pathway	50
VU21490	120599	Organise and participate in a practical placement	50
SISSCOP307A	080101	Manage personal finances	20
ICTICT103	080905	Use, communicate and search securely on the internet	50
FNSCUS401	120301	Participate in negotiations	20
BSBFLM303	120505	Contribute to effective workplace relationships	40
BSBLIB304	091301	Develop and use information literacy skills	40
VU21881	120105	Apply essential further study skills	90
CHCCOM002	120505	Use communication to build relationships	55
CHCCCS011	090515	Meet personal support needs	60
HLTAAP001	060301	Recognise healthy body systems	70
ICTICT106	080905	Operate presentation packages	25
VU22073	120105	Research scientific fields of study	40
VU22113	090311	Investigate the influence of Aboriginal and/or Torres Strait Islander history	60
VU22114	090311	Investigate and present on features of Aboriginal and/or Torres Strait Islander culture	20
		<b>Nominal Duration</b>	<b>270 - 390</b>

<b>5.2 Entry requirements</b>	There are no entry requirements for any of the Certificates in General Education for Adults.
<b>6. Assessment</b> Standards 10 and 12 AQTF Standards for Accredited Courses	
<b>6.1 Assessment strategy</b>	<p>All assessment, including Recognition of Prior Learning (RPL), must be compliant with the requirements of:</p> <ul style="list-style-type: none"> <li>• 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,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>In order to support achievement of meaningful outcomes at either the qualification or the individual unit level, where a full qualification is not being undertaken, an integrated approach to assessment is recommended to:</p> <ul style="list-style-type: none"> <li>• maximise opportunities for holistic skill development and evidence gathering</li> <li>• reduce likelihood of repetitious delivery and over assessment</li> <li>• reduce atomisation and duplication of evidence collection</li> <li>• make the evidence gathering more efficient for learners and teachers / assessors.</li> </ul> <p>While the <i>Evidence Guide</i> of each unit provides information specific to the unit outcomes this information should be considered holistically across different domains where opportunities to integrate delivery and assessment exist, for example there are synergies between the domains of personal and community purposes and between literacy and numeracy.</p> <p>While each course in the CGEA is aligned to an Australian Core Skills Framework (ACSF) level any assessment that is intended to confirm the ACSF level of a student must reference all relevant performance variables, which include:</p> <ul style="list-style-type: none"> <li>• Level of support</li> <li>• Context</li> <li>• Text Complexity</li> <li>• Task complexity</li> </ul> <p>(More information can be accessed <a href="#">here</a>)</p> <p>A matrix of the alignment between the CGEA and the ACSF can be found in Appendix B.</p> <p>Assessment strategies for the courses should:</p>

	<ul style="list-style-type: none"> <li>• incorporate feedback of individual progress toward, and achievement of competencies</li> <li>• address skill and knowledge which underpin performance;</li> <li>• gather sufficient evidence to judge achievement of progress towards determining competence</li> <li>• utilise a variety of different processes/sources, such as written, oral, observation, projects appropriate to assess knowledge and performance</li> <li>• be flexible in regard to the range and type of evidence provided by the learner</li> <li>• provide opportunity for the learner to challenge assessment provisions and participate in reassessment;</li> <li>• be equitable and fair to all learners;</li> <li>• comprise a clear statement of both the criteria and assessment process including instructions for assessment</li> <li>• use assessment tools grounded in relevant contexts which are not culturally biased and suit the needs of learners</li> <li>• allow sufficient time and appropriate level of support to complete tasks</li> </ul> <p>Assessment tasks and tools must address the requirements of the unit in terms of skills, knowledge and performance.</p> <p>Suggested assessment methods are included in each unit and can include a combination of:</p> <ul style="list-style-type: none"> <li>• observation of the learner's performance in engaging with and creating text</li> <li>• review of drafts and written evidence developed by the learner</li> <li>• oral or written questioning to assess knowledge which underpins performance</li> </ul> <p>Evidence may include:</p> <ul style="list-style-type: none"> <li>• records of: <ul style="list-style-type: none"> <li>– interviews</li> <li>– observations</li> </ul> </li> <li>• audio / visual presentations</li> <li>• student portfolios which may be hard copy or electronic</li> </ul> <p>Assessment of units of competency from nationally endorsed training packages or accredited courses must meet the requirements of the training product.</p> <p><b>Assessment of Engage and Create units</b></p> <p>All “Engage” units in the CGEA require learners to engage with “paper based” and “web based” texts. Paper based texts may include handwritten and word processed printed texts. Web based texts refer to interactive web sites and are not intended to include screen based word processed documents. This supports the development and application of different reading strategies.</p>
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	<p><b>Create units</b></p> <p>There is a requirement to include “handwritten” texts in the assessment of create units in the following courses to support the development of writing skills:</p> <p>22471VIC Course in Initial General Education for Adults</p> <p>22476VIC Certificate I in General Education for Adults (Introductory)</p> <p>22472VIC Certificate I in General Education for Adults</p> <p>This requirement is not specified in the Certificates II and III which enable the selection of the writing medium.</p>
<b>6.2 Assessor competencies</b>	<p>Assessment must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the <i>Standards for Registered Training Organisations 2015</i> (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>In the context of the delivery and assessment of the Core Skills Reading, Writing units, relevant vocational competencies refers to demonstrable expertise in teaching literacy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher / assessor does not hold a formal relevant qualification they would need to demonstrate relevant knowledge of the theory of literacy development and its application. This can include adult literacy pedagogy and the socio – cultural factors affecting literacy learning, including language as a social and cultural phenomenon and the importance of context.</p> <p>In the context of the delivery and assessment of the Core Skills Numeracy and Mathematics units, relevant vocational competencies refer to demonstrable expertise in teaching numeracy. This can include holding an AQF level 7 or above teaching qualification with a relevant method. Where a teacher / assessor does not hold a formal relevant qualification they would need to demonstrate knowledge of the theory of numeracy development and its application. This can include adult numeracy pedagogy and the importance of context.</p> <p>Assessment of units of competency from nationally endorsed training packages must comply with the assessment requirements detailed in the source training product.</p>
<b>7. Delivery</b>	Standards 11 and 12 AQTF Standards for Accredited Courses
<b>7.1 Delivery modes</b>	Teaching and learning strategies must be selected to reflect the varying learning needs, educational backgrounds and preferred



	<p>learning styles of the individual learner and the specific requirements of each unit. Some areas of content may be common to more than one unit and therefore integration may be appropriate.</p> <p>Delivery strategies should actively involve the learner and learning should be experiential, relevant and age appropriate.</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>
<b>7.2 Resources</b>	<p>Training must be undertaken by a person or persons in accordance with:</p> <ul style="list-style-type: none"> <li>Standard 1.4 of the AQTF: Essential Conditions and Standards for Initial/Continuing Registration and Guideline 3 of the VRQA Guidelines for VET Providers,</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the Standards for Registered Training Organisations 2015 (SRTOs),</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>the relevant standards and Guidelines for RTOs at the time of assessment.</li> </ul> <p>Resources include:</p> <ul style="list-style-type: none"> <li>access to authentic text types</li> <li>access to digital technology which may or may not include internet access depending on the requirements of individual units of competency.</li> </ul> <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>
<b>8. Pathways and articulation</b>	<b>Standard 8 AQTF Standards for Accredited Courses</b>
	<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>
<b>9. Ongoing monitoring and evaluation</b>	<b>Standard 13 AQTF Standards for Accredited Courses</b>

	<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"> <li>• any changes required to meet emerging or developing needs</li> <li>• changes to and/or updates of any units of competency from nationally endorsed training packages or accredited curricula.</li> </ul> <p>Any significant changes to the courses will be notified to the VRQA.</p>
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## Appendix A: Employability Skills Summaries

### 22471VIC Course in Initial General Education for Adults

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

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

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

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

Employability Skill	Requirements for this qualification include:
<b>Communication</b>	<p>Locate relevant information in simple familiar and predictable paper and web based text types and visual texts. Read simple texts, familiar signs and symbols in familiar environment. Complete texts with own personal details, factual, numerical information and / or symbols (×). Create simple digital and handwritten sequenced texts for a range of purposes with simple grammatical structures. Follow / give simple clear verbal instructions of one or two steps. Clarify information / ideas / opinions with others in familiar contexts.</p> <p>Locate relevant mathematical information in familiar activity or texts. Use appropriate mathematical tools such as calculators and measuring instruments in a range of applications with support. Use verbal and written informal and formal mathematical language and representation to communicate mathematically.</p>
<b>Teamwork</b>	<p>Plan and carry out a project. Give and receive feedback in a supported context. Listen to and act on suggestions from others.</p>
<b>Problem solving</b>	<p>Identify problems which may affect learning and discuss possible solutions. Draw on own experiences to identify learning goals. Use a range of strategies to engage with and create text</p> <p>Use straight-forward mathematical actions in routine contexts to solve problems.</p>
<b>Initiative and enterprise</b>	<p>Identify supporting resources to meet learning goals</p>
<b>Planning and organising</b>	<p>Plan simple tasks. Organise tasks to meet timelines and priorities with support of the teacher / supervisor, or other support person. Organise required materials.</p>
<b>Self-management</b>	<p>Manage own progress towards achievement of goals.</p>
<b>Learning</b>	<p>Clarify goals such as one or two realistic short term goals. Develop a plan. Monitor progress toward achieving goals and options to address barriers</p>
<b>Technology</b>	<p>Use digital technology with support to locate simple information and create simple texts</p>

## 22472VIC Certificate I in General Education for Adults

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

<b>Employability Skill</b>	<b>Requirements for this qualification include:</b>
<b>Communication</b>	<p>Locate relevant information in familiar and less familiar, paper and web based text types. Read and interpret text types, write texts of limited complexity relevant to own purposes. Interpret data presented in simple visual form (including graphs, diagrams and charts). Discuss and share information / ideas / opinions with other class / group members. Use questioning and active listening to ascertain and clarify information / ideas / opinions. Follow / give verbal instructions of limited complexity.</p> <p>Select mathematical information embedded in a task. Use formal and informal mathematical language and representation.</p>
<b>Teamwork</b>	<p>Work collaboratively with other class / group members. Clarify proposed project goals with appropriate support people and clarify own responsibilities in completing the project. Give and receive feedback in a supported context. Listen to and act on suggestions from others.</p>
<b>Problem solving</b>	<p>Review and compare current skills and knowledge with identified goals. Solve problems in routine contexts such as identifying contingencies to deal with barriers related to project completion.</p> <p>Apply strategies to interpret different text types.</p> <p>Select and apply a range of mathematical strategies to solve problems in routine contexts.</p>
<b>Initiative and enterprise</b>	<p>Identify and use own familiar support resources to support own learning such as planning a project.</p>
<b>Planning and organising</b>	<p>Plan processes and stages to achieve identified goals. Carry out tasks to meet timelines and priorities. Review effectiveness of plan in achieving goals.</p>
<b>Self-management</b>	<p>Take responsibility for prioritising and completing delegated project tasks. Monitor and review own performance in achieving learning goals.</p>
<b>Learning</b>	<p>Identify and clarify long and short term goals and indicators of success. Identify factors impacting on achieving goals. Identify own skills and recognise how to learn best. Monitor progress towards achieving goals and make adjustments if necessary.</p>
<b>Technology</b>	<p>Use digital technology to access and navigate web based digital text to locate information of limited complexity</p>

## 22473VIC Certificate II in General Education for Adults

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

<b>Employability Skill</b>	<b>Industry/enterprise requirements for this qualification include:</b>
<b>Communication</b>	Locate, interpret and analyse relevance of complex information in paper and web based texts and visual texts. Produce unfamiliar and/or unpredictable complex texts relevant to purpose and audience. Convey information / ideas / opinions. Apply strategies to analyse information / ideas / opinions.  Investigate mathematical information and relationships embedded in a task. Use a range of formal and informal mathematical language and representation.
<b>Teamwork</b>	Work collaboratively to plan, implement and review a project.
<b>Problem solving</b>	Identify and address issues and barriers which arise in completion of learning tasks such as project implementation and achievement of goals and propose potential solutions. Source and obtain resources required for task completion. Apply critical analysis skills to interpret and compare text types  Select and apply a range of mathematical strategies to solve problems in a variety of contexts.
<b>Initiative and enterprise</b>	Initiate and use support resources from a range of sources.
<b>Planning and organising</b>	Access information about pathway options and compare to goals. Plan and implement stages / processes / timelines / responsibilities. Locate / access resources. Evaluate planning including successful outcomes and barriers to completion. .Organise and select learning tasks to compile portfolio
<b>Self-management</b>	Prioritise and complete delegated tasks related to project completion. Monitor and evaluate own performance towards end-of-course goals and objectives.
<b>Learning</b>	Identify a range of learning options and compare to own skills. Identify gaps in skills and apply strategies to address these. Review progress towards goals and implement changes in strategy if necessary.
<b>Technology</b>	Technology skills to access and navigate web based digital text to locate, select and use complex information

## 22474VIC Certificate III in General Education for Adults

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

<b>Employability Skill</b>	<b>Industry/enterprise requirements for this qualification include:</b>
<b>Communication</b>	Access, interpret and critically evaluate a range of highly complex text types in paper and web based texts for own specific purposes. Write highly complex texts relevant to a range of purposes and audiences. Convey relationships between complex ideas and opinions Investigate mathematical information and relationships embedded in a task. Critically analyse and evaluate appropriateness of mathematical activity. Use a wide range of formal and informal mathematical language and representation.
<b>Teamwork</b>	Work collaboratively to complete own tasks.
<b>Problem solving</b>	Establish and prioritise learning goals in relation to identified pathway options and evaluate current skills and knowledge against goals. Examine barriers to success in meeting goals and apply strategies to manage these. Apply a repertoire of strategies to interpret and critically analyse and evaluate structurally highly complex texts and their features  Select and apply a wide range of mathematical strategies to generate solutions to problems across a broad range of contexts.
<b>Initiative and enterprise</b>	Access, use and evaluate support resources from a broad range of own sources.
<b>Planning and organising</b>	Establish learning goals and compare to current skills. Design, implement and monitor achievement of learning goals. Evaluate and select appropriate resources to support completion of learning tasks such as selection and synthesis of text types. Gather organise and arrange content to produce text and prepare a portfolio. Apply drafting and revision processes to create highly complex texts.
<b>Self-management</b>	Prioritise and complete learning tasks. Monitor and adjust own progress against documented learning plan, evaluate own performance and actively seek and act upon advice and guidance.
<b>Learning</b>	Research and evaluate a range of possible pathway options. Identify own learning contexts and potential barriers impacting on achievement of goals. Monitor and evaluate own learning. Modify strategies if required to meet learning goals.
<b>Technology</b>	Access and navigate web based texts to locate and assess highly complex texts.

## Appendix B: CGEA alignment with the ACSF

ACSF exit level	ACSF 1	ACSF 2	ACSF 3	ACSF 4	ACSF 5
<b>Engage units</b>	22471VIC Initial	22476VIC Certificate I (Introductory )	22472VIC Certificate I	22473VIC Certificate II	22474VIC Certificate III
<b>Complexity</b>	Short simple Highly familiar	Simple, familiar and predictable	Limited complexity Some familiar and unfamiliar elements	Complex	Highly complex
<b>Range</b>	Limited	Limited Range –at least 2 types of texts	Range	Range of text types	Broad Range of text types
<b>Features</b>	Highly familiar words / phrases Highly familiar purpose and limited highly familiar vocabulary	Simple familiar texts with clear purpose and familiar vocabulary Sentences linked by simple cohesive devices	Routine texts which may include unfamiliar elements, embedded information and abstraction	Texts of relative complexity including embedded information specialised vocabulary, abstraction and symbolism	Highly complex, lexically dense texts with highly embedded information and specialised language
<b>Context</b>	Highly Familiar / personally relevant in very restricted range of contexts	Personally relevant, familiar and predictable	Range of familiar texts and less familiar text types. Some specialisation in familiar contexts	Range of familiar and unfamiliar including specialised less familiar contexts	Broad range including specialisation in one or more contexts
<b>Create units</b>	<b>Initial</b>	<b>Intro</b>	<b>I</b>	<b>II</b>	<b>III</b>
<b>Complexity</b>	Short simple	Simple familiar, clear purpose	Limited complexity	Complex	Highly complex
<b>Range</b>	Limited	Range-create at least 2 text types	Range of text types	Range of text types	Broad Range of text types
<b>Features</b>	Highly familiar words / phrases Concrete and immediate Highly explicit purpose, limited highly familiar vocabulary	Clear purpose and familiar vocabulary	Routine texts which include unfamiliar elements, embedded information and abstraction	Texts including embedded information specialised vocabulary, abstraction and symbolism Structurally complex sentences	Highly complex texts with highly embedded information and specialised language and symbolism.
<b>Context</b>	Highly Familiar / personally relevant in very restricted range of contexts	Familiar / predictable Limited range of contexts	A range of familiar and some less familiar	Range a range of familiar and unfamiliar including specialised less familiar contexts	Broad range including specialisation in one or more contexts
<b>*Support</b>	<b>Works alongside an expert/mentor where prompting and advice can be provided</b>	<b>May work with an expert/mentor where support is available if requested</b>	<b>Works independently and uses own familiar support resources</b>	<b>Works independently and initiates and uses support from a range of established resources</b>	<b>Autonomous learner who accesses and evaluates support from a broad range of sources</b>

\*Conditions of support at the relevant ACSF level must be met to contribute to achievement of the level.

Title Certificates in General Education for Adults

Section B: Course Information

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## Section C: Units of Competency

The following units of competency are contained in Section C:

VU22342	Identify learning objectives
VU22343	Engage with short simple texts for personal purposes
VU22344	Engage with short simple texts for learning purposes
VU22345	Engage with short simple texts for employment purposes
VU22346	Engage with short simple texts to participate in the community
VU22347	Participate in short simple spoken interactions
VU22348	Create short simple texts for personal purposes
VU22349	Create short simple texts for learning purposes
VU22350	Create short simple texts for employment purposes
VU22351	Create short simple texts to participate in the community
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
VU22358	Develop learning goals
VU22359	Conduct a project with guidance
VU22360	Engage with simple texts for personal purposes
VU22361	Engage with simple texts for learning purposes
VU22362	Engage with simple texts for employment purposes
VU22363	Engage with simple texts to participate in the community
VU22364	Participate in simple spoken interactions
VU22365	Create simple texts for personal purposes

VU22366	Create simple texts for learning purposes
VU22367	Create simple texts for employment purposes
VU22368	Create simple texts to participate in the community
VU22369	Work with simple numbers and money in familiar situations
VU22370	Work with simple measurements in familiar situations
VU22371	Work with simple design and shape in familiar situations
VU22372	Work with and interpret simple numerical information in familiar texts
VU22373	Work with and interpret simple statistical information in familiar texts
VU22374	Develop verbal communication skills
VU22375	Apply basic computer skills to language learning
VU22376	Access the internet for language learning
VU22377	Identify Australian environmental issues
VU22378	Communicate with others in familiar and predictable contexts
VU22379	Identify community options
VU22380	Identify features of the education system
VU22381	Identify features of the health care system
VU22382	Identify major events in Australian history
VU22383	Identify common digital media
VU22384	Develop and document a learning plan and portfolio
VU22385	Plan and undertake a project
VU22386	Engage with texts of limited complexity for personal purposes
VU22387	Engage with texts of limited complexity for learning purposes
VU22388	Engage with texts of limited complexity for employment purposes
VU22389	Engage with texts of limited complexity to participate in the community
VU22390	Participate in spoken interactions of limited complexity
VU22391	Create texts of limited complexity for personal purposes
VU22392	Create texts of limited complexity for learning purposes

VU22393	Create texts of limited complexity to participate in the workplace
VU22394	Create texts of limited complexity to participate in the community
VU22395	Work with a range of numbers and money in familiar and routine situations
VU22396	Work with and interpret directions 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
VU22401	Undertake a simple investigation of science in the community
VU22402	Undertake a simple investigation of health and well being
VU22403	Undertake a simple investigation of an environmental issue
VU22404	Undertake a simple investigation of physical behaviour of energy and matter
VU22405	Undertake a simple investigation of chemical behaviour of matter
VU22406	Undertake a simple investigation of how the earth, moon and sun interact
VU22407	Undertake a simple investigation of factors for continuity of life
VU22408	Identify the Australian electoral system
VU22409	Investigate the legal system
VU22410	Investigate driving and owning a car
VU22411	Research pathways and produce a learning plan and portfolio
VU22412	Implement and review a project
VU22413	Engage with a range of complex texts for personal purposes
VU22414	Engage with a range of complex texts for learning purposes
VU22415	Engage with a range of complex texts for employment purposes
VU22416	Engage with a range of complex texts to participate in the community
VU22417	Participate in complex spoken interactions
VU22418	Create a range of complex texts for personal purposes
VU22419	Create a range of complex texts for learning purposes

VU22420	Create a range of complex texts to participate in the workplace
VU22421	Create a range of complex texts to participate in the community
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
VU22425	Investigate an environmental issue
VU22426	Investigate the characteristics of living things
VU22427	Investigate the impact of a scientific issue on the community
VU22428	Investigate Indigenous history
VU22429	Investigate features of Australian culture
VU22430	Investigate continuity of life
VU22431	Investigate energy, force and matter
VU22432	Investigate chemical behaviour of common substances
VU22433	Investigate the solar system
VU22434	Evaluate pathway options, design a learning plan and compile a portfolio
VU22435	Engage with a range of highly complex texts for personal purposes
VU22436	Engage with a range of highly complex texts for learning purposes
VU22437	Engage with a range of highly complex texts for employment purposes
VU22438	Engage with a range of highly complex texts to participate in the community
VU22439	Create a range of highly complex texts for personal purposes
VU22440	Create a range of highly complex texts for learning purposes
VU22441	Create a range of highly complex texts to participate in the community
VU22442	Analyse and evaluate numerical and statistical information
VU22443	Use algebraic techniques to analyse mathematical problems
VU22444	Use formal mathematical concepts and techniques to analyse and solve problems
VU22445	Investigate current issues
VU22446	Design and review a project

VU22447 Analyse science in the community

VU22450 Work with and interpret simple directions in familiar situations

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 can be accessed [here](#))

**22447VIC Certificate I in Mumgu-dhal tyama-tiyt**

VU22104 Prepare simple budgets

VU22107 Calculate and communicate sports scores

VU22094 Explore your story

**22448VIC Certificate II in Mumgu-dhal tyama-tiyt**

VU22113 Investigate the influence of Aboriginal and/or Torres Strait Islander history

VU22114 Investigate and present on features of Aboriginal and/or Torres Strait Islander culture

**22317VIC Certificate IV in Liberal Arts**

VU21881 Apply essential further study skills

**22280VIC Certificate I in Employment Pathways**

VU21664 Prepare for employment

VU21666 Participate in job seeking activities

**22253VIC Certificate III in EAL (Access)**

VU21490 Organise and participate in a practical placement

**222313VIC Certificate IV in Tertiary Preparation**

VU21864 Set study goals and plan education pathway

**22241VIC Certificate III in Science**

VU22065 Conduct and present simple scientific research

VU22066 Develop study skills for science

**22442VIC Certificate IV in Science**

VU22073 Research scientific fields of study

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

BSBADM302	Produce texts from notes
BSBCMM201	Communicate in the workplace
BSBFLM303	Contribute to effective workplace relationships
BSBITU101	Operate a personal computer
BSBITU102	Develop keyboard skills
BSBITU201	Produce simple word processed documents
BSBLIB304	Develop and use information literacy skills
BSBMED303	Maintain patient records
BSBWHS201	Contribute to health and safety of self and others
BSBWRT401	Write complex documents
CHCCCS011	Meet personal support needs
CHCCOM002	Use communication to build relationships
CHCCOM005	Communicate and work in health or community services
FDFOP2061A	Use numerical applications in the workplace
FNSCUS401	Participate in negotiations
FNSFLT201	Develop and use a personal budget
FNSFLT202	Develop and use a savings plan
HLTAAP001	Recognise healthy body systems
HLTAID002	Provide basic emergency life support
HLTAID003	Provide first aid
ICTICT103	Use, communicate and search securely on the internet
ICTICT106	Operate presentation packages
PUATEA001B	Work in a team
SISSCOP205A	Develop a personal financial plan
SISSCOP307A	Manage personal finances

<b>Unit Code</b>	<b>VU22342</b>
<b>Unit Title</b>	<b>Identify learning objectives</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to identify personal short term learning objectives with support from an appropriate person who can provide advice and prompting.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 1: 1.01, 1.02</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners with personal, learning, employment and community participation intentions who require support to identify short term learning objectives.
<b>Element</b>	<b>Performance Criteria</b>
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 Review own previous learning	<p>1.1 Identify own <b><i>learning strengths and weaknesses</i></b></p> <p>1.2 Discuss <b><i>previous learning experiences</i></b> with <b><i>appropriate support person/s</i></b></p> <p>1.3 Identify the <b><i>impact of previous learning experiences</i></b> on own learning</p>
2 Develop own learning objectives	<p>2.1 Discuss own <b><i>learning objectives</i></b> with an appropriate support person</p> <p>2.2 Identify <b><i>simple steps</i></b> to assist in developing own learning objective/s</p> <p>2.3 Identify <b><i>supporting resources</i></b> available in the immediate environment</p> <p>2.4 <b><i>Record</i></b> learning objective/s with the support of an appropriate person</p>
3 Implement learning objectives	<p>3.1 Undertake task/s that contribute to the learning objective/s</p> <p>3.2 Identify any <b><i>barriers</i></b> encountered and discuss <b><i>alternative options</i></b> with an appropriate support person</p>

- 3.3 Review **achievement** of learning objectives with appropriate support person
- 3.4 Identify the **factors** that assisted achievement

## Required Knowledge and Skills

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

Required knowledge:

- different types of learning objectives such as personal and work

Required Skills:

- oral communication skills to:
  - discuss and review learning objectives with appropriate support person/s
  - seek assistance from appropriate support person/s if required
- planning and organising to follow simple steps to develop a learning objective
- self management skills to review own learning experiences and their impact on own learning
- problem solving skills to identify any barriers encountered and discuss alternative options with appropriate support person 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.

***Learning strengths and weaknesses*** may include:

- learning likes / dislikes:
  - experiential learning
  - reading / writing
  - listening
  - e-learning

***Previous learning experiences*** may include:

- positive and negative experiences
- successful and unsuccessful experiences
- formal and informal learning

***Appropriate support person/s*** may include:

- program coordinator
- teacher
- advisor

***Impact of previous learning experiences*** may include:

- positive or negative impact on:
  - educational achievement
  - self confidence
  - interest in further learning



- Learning objectives** may include:
- improving reading, writing and numeracy skills for:
    - further study
    - employment
    - community participation
    - family support
  - attending class
  - being punctual / organised

- Simple steps** may include:
- discussion of learning needs
  - identifying one or two short term specific objectives
  - determination of tasks and progress to achieve objectives
  - identification of time required to achieve each task
  - identification of additional support persons such as:
    - case workers and personal carers
    - community representatives
    - family members

- Supporting resources** may include:
- audio-visual aids
  - visual materials such as maps, pictures, charts
  - digital media programs
  - computers and software
  - library
  - communication aids

- Record** may include:
- written / visual or verbal record
  - checklist of smaller task/s
  - review points
  - calendar record

- Barriers** may include:
- lack of time
  - competing priorities
  - need for additional skills / information
  - need for additional support

**Alternative options** may include:

- adjusting learning objective/s
- adjusting timeframe
- sourcing additional support person
- sourcing additional information

**Achievement** may include:

- part or full achievement of learning objectives
- individual sense of success
- increased self confidence

**Factors** may include:

- opportunities to:
  - practice skills
  - discuss issues with other
  - seek support from peers
- structured scaffolding activities

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to :

- identify a learning objective and the simple steps to assist in achieving the objective/s
- review achievement of the learning objective/s

### Context of and specific resources for assessment

Assessment must ensure access to:

- highly familiar contexts
- computer hardware and software, if required

At this level the learner:

- may require extended time to develop and review the learning objective/s
- can be supported by an appropriate person who can advise and prompt

**Method(s) of assessment**

The following assessment methods are suitable for this unit

- discussion of the learner's previous learning experiences and their impact on learning
- direct observation of the learner implementing their learning objective/s
- oral questioning to review implementation of the learning objective/s

<b>Unit Code</b>	<b>VU22343</b>
<b>Unit Title</b>	<b>Engage with short simple texts for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with short, simple, highly familiar paper based and web based text types for personal purposes. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>The unit applies to those who wish to improve their personal literacy skills and who need to develop a range of reading skills. This unit applies to those at the very beginning stages of learning to read.</p> <p>Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the core skills writing unit <i>VU22348 Create short simple texts for personal purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22346 Engage with short simple texts to participate in the community</i> and <i>VU22351 Create short simple texts to participate in the community</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 specific information in short, simple, personally relevant paper based and web based text types	<p>1.1 Identify a <b><i>limited range of short, simple text types</i></b> which are personally relevant</p> <p>1.2 Recognise <b><i>features of text types</i></b></p> <p>1.3 Identify <b><i>specific information</i></b> in the texts</p>
2 Read short, simple personally relevant paper based and web based texts	<p>2.1 Select one paper based and one web based text from the identified range of text types</p> <p>2.2 Use a <b><i>limited range of reading strategies</i></b> to identify the meaning of the texts</p>

## 2.3 Use a limited range of reading strategies to identify the *intention of the texts*

### Required Knowledge and Skills

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

Required knowledge:

- different text types relevant to personal purposes
- basic reading strategies to engage with paper based and web based texts
- purpose of a limited range of short, simple personally relevant text types
- the different ways in which web based information may be organised, such as linear and non linear

Required Skills:

- problem solving skills to:
  - use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, visuals, numbers to recognise text types and texts relevant to personal needs
  - use a limited range of reading strategies including ability to draw on a small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills to create meaning from text
  - follow non-linear orientation of web based text to enable simple navigation
- technology skills to navigate web based text to locate simple information

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Limited range of short, simple text types*** may include:
- texts with highly explicit purpose and limited highly familiar vocabulary
  - web based and paper based text types:
    - catalogues / advertisements / classifieds
    - email, SMS or hand written messages
    - ATM screen
    - electronic ticketing reader
    - e-cards
    - simple forms
    - simple diary/calendar
    - film, TV programs

**Features of text types** may include:

- visual elements
- symbols
- sections requiring personal information in simple forms
- labels in a photo album

**Specific information** may include:

- highly familiar words / phrases / abbreviations:
  - own personal details
  - names of friends and significant others
  - place-related information such as location of facilities
  - time-related information such as appointment times
  - names of those associated with personally relevant activities, interests or hobbies
  - short, simple instructions for personal purposes such as taking medication
  - familiar abbreviations of personal relevance such as M / F, N / A, e.g.
  - personally relevant phone numbers saved to note book or own personal phone bank
- common visuals, symbols and logos:
  - personally relevant artwork, murals, colour symbols
  - icons, images and sound such as 'save' 'print' icons on computer menu, icons on own phone
  - hand drawn map of immediate area giving directions to destination of personal relevance
  - prompts for using on-line resources
  - logos on products / safety symbols
  - keyboard keys

**Limited range of reading strategies** may include:

- drawing on a small bank of known words and phrases which relate to the immediate environment
- word attack skills:
  - basic phonics such as initial letter-sound combinations, unambiguous letter-sound combinations
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops, capital letters
- identifying sources of text:
  - educational / recreational / leisure organisations / advertisers
  - friends and other personal contacts
- predicting the purpose of texts based on:
  - prior knowledge of the context and / or aspects of the text such as layout
  - personal experience

**Intention of the texts** may include:

- to inform / instruct / entertain
- to advise

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate specific information in a minimum of 2 short, simple, personally relevant text types, one of which must be paper based and the other web based
- apply a limited range of reading strategies to identify meaning and intention of a minimum of 2 short, simple and personally relevant texts, one of which must be paper based and the other web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a minimum of 2 short, simple, personally relevant text types, one of which must be paper based and the other web based
- communication technology as required

At this level the learner:

- may require strong support from the context, including visual cues
- may require strong support to access digital media and navigate digital text
- may use texts which contain repetition
- may require extended time to read, reread and decode text
- may depend on a personal dictionary
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following methods of assessment are suitable for this unit:

- direct observation of the learner locating information in, and making meaning of short, simple paper based and web based texts
- oral or written questioning to assess knowledge of the purpose of different personally relevant text types
- verbal information from the learner describing the meaning and intention of the selected texts.



<b>Unit Code</b>	<b>VU22344</b>
<b>Unit Title</b>	<b>Engage with short simple texts for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with short, simple, highly familiar paper based and web based text types to participate in learning. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to people seeking to improve their educational participation options and who need to develop a range of reading skills and learning strategies. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies to support learning.</p> <p>Where application is as part of the Course in Initial General Education for Adults, it is recommended that this unit is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22349 Create short simple texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22343 Engage with short simple texts for personal purposes</i> and <i>VU22348 Create short simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 specific information in short, simple highly familiar paper based and web based text types in the learning environment	<p>1.1 Identify a <b><i>limited range of short, simple text types</i></b> in the learning environment</p> <p>1.2 Recognise <b><i>features of text types</i></b></p> <p>1.3 Identify <b><i>specific information</i></b> in the text</p>
2 Read simple highly familiar print and digital learning related texts	<p>2.1 Select one paper based and one web based text from the identified range of text types</p> <p>2.2 Use a <b><i>limited range of reading strategies</i></b> to identify the meaning of the texts</p>

## 2.3 Use a limited range of reading strategies to identify the *intention of the texts*

### Required Knowledge and Skills

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

Required knowledge:

- basic information seeking strategies to locate information
- different text types relevant to personal learning
- basic reading strategies to engage with paper based and web based texts
- awareness of the different ways in which web based information may be organised, such as linear and non linear

Required Skills:

- problem solving skills to:
  - use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, numbers
  - use a limited range of reading strategies including ability to draw on small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills
- technology skills to navigate web based text to locate simple information

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Limited range of short simple text types*** may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- web based, printed, handwritten and visual text types:
  - simplified diagram of learning provider rooms and facilities
  - own student card
  - room signs / symbols
  - own email address
  - calendars and diaries
  - enrolment forms, library card
  - messages
  - notices relevant to own interests
- teaching and learning texts in the classroom

**Features of text types** may include:

- visual elements
- symbols
- abbreviations
- layouts

**Specific information** may include:

- highly familiar words / phrases / abbreviations:
  - own personal details
  - place-related information such as location of organisation, room numbers, learning facilities
  - time-related information such as appointment time, class times, meeting times, term dates
  - names of class activity, teachers names, names of others in the class
  - those associated with personally relevant education activities
  - short, simple instructions for learning activities
  - own pin number for computer use
  - slang, non - standard English, words from languages other than English / dialect
- numbers as whole numbers:
  - dates and times of classes
  - place-related information, such as numbers of classroom, phone number of the learning organisation
- common visuals, symbols and logos:
  - logo of learning organisation
  - digital map of learning organisation with relevant facilities marked
  - learning organisation specific symbols such as symbols for ILC, Child Care centre, library
  - keyboard keys
- symbols such as 'save' 'print' icons on computer menu

**Limited range of reading strategies** may include:

- drawing on a small bank of known words and phrases which relate to the immediate environment
- word attack skills:
  - basic phonics such as initial letter-sound combinations, unambiguous letter-sound combinations
- following the left to right, top to bottom orientation of printed texts and screen-based texts
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops, capital letters
- identifying sources of text:
  - teacher
  - writer
  - peers
- predicting the purpose of texts based on, for example:
  - prior knowledge of the context
  - personal experience
- prior knowledge of aspects of the text such as layout
- following simple on-line prompts

**Intention of the text** may include:

- to inform / instruct
- to advise
- to remind

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate specific information in a minimum of 2 short, simple, explicit and personally relevant text types related to the learning environment, one of which must be paper based and the other web based
- apply a limited range of reading strategies to identify meaning and intention of a minimum of 2 short, simple, explicit and personally relevant texts related to the learning environment, one of which must be paper based and the other web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a minimum of 2 short, simple, learning related text types, one of which must be paper based and the other web based
- communication technology as required

At this level the learner:

- may require strong support from the context, including visual cues
- may require strong support to access digital media and navigate web based text
- may use texts which contain repetition
- may require extended time to read, reread and decode text
- may depend on a personal dictionary
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following methods of assessment are suitable for this unit:

- direct observation of the learner locating information in, and making meaning of short, simple paper based and web based texts
- oral or written questioning to assess knowledge of the purpose of different learning related texts
- verbal information from the learner describing the meaning and intention of the selected texts.

<b>Unit Code</b>	<b>VU22345</b>
<b>Unit Title</b>	<b>Engage with short simple texts for employment purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with short, simple, highly familiar paper based and web based text types for employment purposes. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their employment participation options by developing a range of reading skills. The unit is suitable for those at the very beginning stages of learning to read and develops reading strategies. It is suitable for those in employment or those who aspire to employment.</p> <p>Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22350 Create short simple texts for employment purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22343 Engage with short simple texts for personal purposes</i> and <i>VU22348 Create short simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 specific information in short, simple paper based and web based workplace text types	<p>1.1 Identify a <b><i>limited range of short, simple workplace texts types</i></b></p> <p>1.2 Recognise <b><i>features of texts types</i></b></p> <p>1.3 Identify <b><i>specific information</i></b> in the texts</p> <p>2.1 Select one paper based and one web based text from the identified range of text types</p>

- |   |  |
|---|--|
| 2 Read short, simple, paper based and web based workplace texts | 2.2 Use a <b><i>limited range of reading strategies</i></b> to identify the meaning of the texts   |
|   | 2.3 Use a limited range of reading strategies to identify the <b><i>intention of the texts</i></b> |

## Required Knowledge and Skills

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

Required knowledge:

- different text types relevant to employment purposes
- basic reading strategies to engage with paper based and web based texts
- purpose of a limited range of employment related texts
- the different ways in which web based information may be organised, such as linear and non linear

Required Skills:

- problem solving skills to:
  - use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, visuals, numbers to recognise text types relevant to employment needs
  - use a limited range of reading strategies including ability to draw on a small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills to create meaning from text
  - follow non-linear orientation of web based text to enable simple navigation
- technology skills to navigate web based text to locate simple information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.



**Limited range of short, simple workplace text types** may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- printed, handwritten web based and visual texts:
  - brief formatted employment application
  - forms requiring own contact details, BSB and account number for pay
  - notification of employment arrangements such as time and place of work by SMS, email
  - pay slip
  - list of names on a roster which include own name, employee number
  - OHS / WHS and hazard signs and symbols
  - workplace timetables or calendars
  - notices containing specific information such as safety posters, social club, union

**Features of text types** may include:

- symbols
- instructions
- required fields in formatted texts

**Specific information** may include:

- highly familiar words / phrases / abbreviations:
  - own personal details such as own name from a list of names on a work roster
  - place-related information such as location of work or workplace
  - time-related information such as starting and finishing time, lunch time, shift length
  - workplace specific vocabulary, such as technical term, name of department, name of supervisor / team leader
  - signs associated with personally relevant work activities such as wash hands sign
  - short, simple instructions of one or two steps/ keywords
  - common workplace abbreviations such as OHS / WHS
- numbers as whole numbers:
  - dates and times
  - place-related information
  - money such as \$ per hour pay rate, buying lunch / snacks, pay slip information
  - phone numbers relevant to workplace
  - counting units of production/ materials
- well-known visuals, symbols and logos:
  - logo of workplace
  - map of workplace with relevant facilities marked
  - symbols for staff conveniences
  - OHS / WHS symbols / tags related to safe use of machinery
  - colour coded safety and workplace information
  - letters on a keyboard
  - 'save' 'print' icons on computer menu
- charts and graphs:
  - simple pie-chart showing production hours / down time
- simple bar and line graphs containing specific information such as outputs, safety days

**Limited range of reading strategies** may include:

- drawing on a small bank of known words and phrases which relate to the immediate environment
- word attack skills such as basic phonics (initial letter-sound combinations, unambiguous letter-sound combinations)
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops and capital letters
- identifying sources of text:
  - employment agency
  - workplace
  - union
  - peers
  - training organisation
- predicting the purpose of texts based on:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout

**Intention of the text** may include:

- to inform / instruct
- to warn
- to notify participation in workplace activities
- to advise
- to remind

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate specific information in a minimum of 2 short, simple employment related text types, one of which must be paper based and the other web based
- apply a limited range of reading strategies to identify meaning and intention of a minimum of 2 short, simple employment related texts, one of which must be print based and the other digitally based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a minimum of 2 short, simple employment related test types, one of which must be paper based and the other web based
- communication technology as required

At this level the learner:

- may require strong support from the context, including visual cues
- may require strong support to access digital media and navigate digital text
- may use texts which contain repetition
- may require extended time to read, reread and decode text
- may depend on a personal dictionary
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following methods of assessment are suitable for this unit:

- direct observation of the learner locating information in, and making meaning of short, simple paper based and web based texts
- oral or written questioning to assess knowledge of the purpose of different employment related text types
- verbal information from the learner describing the meaning and intention of the selected texts

<b>Unit Code</b>	<b>VU22346</b>
<b>Unit Title</b>	<b>Engage with short simple texts to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with short, simple, highly familiar paper based and web based text types to participate in the community. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 1: 1.03, 1.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their community participation options and who are at the very beginning stages of learning to read.</p> <p>Where application is as part of the Course in Initial General Education for Adults, it is recommended that this unit is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22351 Create short simple texts to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22343 Engage with short simple texts for personal purposes</i> and <i>VU22348 Create short simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 specific information in short, simple paper based and web based text types related to community participation	<p>1.1 Identify a <b><i>limited range of short, simple text types</i></b> which are personally relevant to community participation</p> <p>1.2 Recognise <b><i>features of text types</i></b></p> <p>1.3 Identify <b><i>specific information</i></b> in the texts</p>
2 Read short, simple, personally relevant paper based and web based texts	<p>2.1 Select one paper based and one web based text from the identified range of text types</p> <p>2.1 Use a <b><i>limited range of reading strategies</i></b> to identify the meaning of the texts</p>

## 2.2 Use a limited range of reading strategies to identify the intention of the texts

### Required Knowledge and Skills

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

Required knowledge:

- different text types relevant to participation in the community
- basic reading strategies to engage with paper based and web based texts to access community information
- purpose of a limited range of short, simple community based texts
- the different ways in which web based information may be organised, such as linear and non linear

Required Skills:

- problem solving skills to:
  - use cues from context, personal experience and document lay-out to identify highly familiar words, phrases, symbols, numbers
  - use a limited range of reading strategies including ability to draw on small bank of sight vocabulary of personally relevant words/ phrases and use elementary word attack skills
  - follow the appropriate orientation of printed and web based texts
  - follow non-linear orientation of web based texts
- technology skills to navigate web based digital text to locate simple information

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Limited range of short simple text types*** may include:
- texts with highly explicit purpose and limited highly familiar vocabulary
  - web based, printed, handwritten and visual texts such as:
    - community signs and traffic signs
    - community / neighbourhood notices
    - information about community services via local government pamphlets or touch screens
    - community calendars
    - sections of community forms requiring basic information
    - local maps and street names
    - graffiti
    - tweets
    - identity cards for a range of community service providers

**Features of text types** may include:

- formatting
- layout
- symbols / icons
- colours

**Specific information** may include:

- highly familiar words / phrases / abbreviations:
  - own personal details
  - place-related and time-related information (street names, suburbs / towns/ year / starting times)
  - names of community facilities and service providers in the immediate area
  - personally relevant education, recreation and leisure activities
  - common abbreviations from the local community
  - commonly used words / phrases from headlines and news items in the local environment
  - commonly used abbreviations such as 'St.' for 'street'
- whole numbers:
  - dates and times
  - place-related information, such as street numbers, post codes
  - connected with money such as coins, prices, costs of transport
  - phone numbers saved to note book or own personal phone bank
- well-known visuals, symbols and logos:
  - map of local area with community facilities marked
  - photographs related to community and public facilities in the immediate environment
  - names of personally relevant service providers
  - symbols such as logos icons, images and sound for retail outlets in immediate environment

**Limited range of reading strategies** may include:

- drawing on a small bank of known words and phrases which relate to the immediate environment
- word attack skills such as basic phonics:
  - initial letter-sound combinations, unambiguous letter-sound combinations
- following the orientation of printed and screen-based texts
- relying on non-linguistic support such as illustrations, diagrams, photos, symbols, colours
- reading text to self and aloud with the support of others
- recognising meaning of conventional sentence punctuation such as full stops and capital letters
- identifying sources of text:
  - government / community organisation
  - advertising company
  - local community newspaper
- predicting the purpose of texts based on:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout

**Intention of the text** may include:

- to encourage participation
- to invite
- to advise
- to persuade
- to remind / warn

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate and engage with information in a minimum of 2 short, simple and personally relevant text types related to community participation, one of which must be paper based and the other web based



**Context of and specific resources for assessment**

Assessment must ensure access to:

- a minimum of 2 short, simple, personally relevant texts related to community participation, one of which must be paper based and the other web based
- communication technology as required

At this level the learner:

- may require strong support from the context, including visual cues
- may require strong support to access digital media and navigate digital text
- may use texts which contain repetition
- may require extended time to read, reread and decode text
- may depend on a personal dictionary
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

A range of assessment strategies or options should be considered to suit the needs of the learner. The following methods of assessment are suitable for this unit:

- direct observation of the learner locating information in, and making meaning of short, simple paper based and web based texts related to community purposes
- oral or written questioning to assess knowledge of the purpose and meaning of different personally relevant text types related to community participation
- verbal information from the learner describing the meaning and intention of the selected texts.

<b>Unit Code</b>	<b>VU22347</b>
<b>Unit Title</b>	<b>Participate in short simple spoken interactions</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to participate in short, simple and highly familiar interactions related to immediate needs in a highly limited range of predictable contexts. It includes providing and responding to basic information. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication at Level 1: 1.07, 1.08</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their oral communication skills</p> <p>Where application is as part of the Course in Initial General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of core units such as <i>VU22346 Engage with short simple texts to participate in the community</i></p>
<b>Element</b>	<b>Performance Criteria</b>
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 Engage in short simple spoken exchanges	<p>1.1 Identify the <b><i>purpose</i></b> of the exchange</p> <p>1.2 Undertake routine introductions and greetings</p> <p>1.3 Provide <b><i>basic information</i></b> related to a familiar context</p> <p>1.4 Obtain <b><i>specific information</i></b> through questioning</p> <p>1.5 Respond to simple questions for clarification as required</p>
2 Respond to basic spoken texts in a highly familiar context	<p>2.1 Identify specific information</p> <p>2.2 Follow one/ two-step instructions</p> <p>2.3 Ask simple questions</p> <p>2.4 Request repetition as required</p>

## Required Knowledge and Skills

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

Required Knowledge:

- simple vocabulary related to own immediate needs
- simple strategies to participate in simple exchanges such as requesting repetition, using nonverbal communication techniques and turn-taking
- limited verb tenses

Required Skills:

- oral communication skills to:
  - exchange and respond to simple information
  - formulate simple questions
  - seek and respond to request for clarification of information
- literacy skills to use basic grammatical structures and tenses
- problem solving skills to:
  - draw on non-verbal communication to convey meaning
  - draw on own personal experiences to make sense of information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Purpose*** may include:

- provide information
- seek information
- participate in a short discussion
- participate in a short transaction
- solve problems
- give instructions

***Basic information*** may include:

Personal or factual information such as:

- own personal details
- simple autobiographical details
- one/ two-step instructions
- reporting a hazard or incident
- numerical data

**Specific information** may include:

- names
- places
- times / dates
- costs
- people
- activities

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

participate in short, simple oral exchanges with others in the immediate environment using appropriate communication skills and strategies to provide and respond to information

### Context of and specific resources for assessment

Assessment must ensure access to:

- learners or others to participate in oral exchanges

At this level the learner:

- can work alongside an expert / mentor where prompting and advice can be provided

### Use of non-standard English

Many students may speak non-standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner participating in simple spoken exchanges
- verbal questioning to assess learner's knowledge of simple strategies to clarify information

<b>Unit Code</b>	<b>VU22348</b>
<b>Unit Title</b>	<b>Create short simple texts for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop initial writing skills to create short simple highly familiar text types for personal purposes. It can include handwritten and / or digitally based text types. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners who wish to improve their written communication skills within their own personally relevant environment.</p> <p>Where application is as part of the <i>Course in Initial General Education for Adults</i>, it is recommended that this unit is integrated with the delivery and assessment of the core skills unit <i>VU22343 Engage with short simple texts for personal purposes</i>. The link between reading and writing skills across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22351 Create short simple texts to participate in the community</i> and <i>VU22346 Engage with short simple texts to participate in the community</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 simple formatted texts for personal purposes	<p>1.1 Identify <b><i>types of formatted texts</i></b></p> <p>1.2 Confirm the <b><i>purpose</i></b> and the <b><i>audience</i></b> of the formatted texts</p> <p>1.3 Identify the <b><i>features of the texts</i></b></p> <p>1.4 Enter required information accurately and legibly</p> <p>2.1 Describe the purpose of the <b><i>text type</i></b></p> <p>2.2 Select the <b><i>appropriate format for the text</i></b></p>

- |  |   |
|--|---|
| 2 Create a short simple text for personal purposes | 2.3 Prepare the <b>content</b>  |
|  | 2.4 Arrange the features of the text accurately and effectively to meet purpose |

## Required Knowledge and Skills

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

Required knowledge:

- spatial arrangement, word separation and alignment of text
- a small bank of words and phrases related to personal need to enable the preparation of content

Required Skills:

- organisational skills to:
  - construct short written text of one or two phrases / sentences with support
  - locate simple information in text and use it to construct simple text
- problem solving skills to recognise the formatting conventions text

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Types of formatted texts** may include:
- print and digitally based forms with highly explicit purpose and limited highly familiar vocabulary requiring basic information such as:
    - name
    - address
    - phone number

- Purpose** may include:
- participation in leisure activities
  - gaining access to goods and services

- Audience** may include:
- self only
  - immediate family
  - friends
  - goods and service provider
  - government agency

**Features of the texts** may include:

- highly familiar words / phrases:
  - personal details such as name, address, age
  - place and time related information such as street names, suburbs / towns / year / age
  - commonly used words and some phrases associated with personally relevant activities
  - one or two simple sentences
- numbers as whole numbers:
  - time related information such as dates, number of years
  - place-related information, such as street numbers, post codes
  - connected with money such as prices
  - personally relevant phone numbers
- abbreviations:
  - M / F
  - text messaging abbreviations such as 'u' for 'you'
- familiar visuals:
  - layout features and styles (print and screen based)
  - left to right and top to bottom orientation
  - writing on the line
  - capitalisation including for the personal pronoun I and upper and lower case
  - full stop punctuation
  - symbols / logos / icons

**Text type** may include:

- shopping lists, reminders, family birthdays
- birthday, invitation, bereavement cards
- photo album labels
- short note or message
- paper based or electronic diary entry
- short text message
- address entered into global positioning system or internet enabled telephone

**Appropriate format for the text** may include:

- size and location of letters
- inclusion of visual elements
- short text message:
  - “Gr8 game”
  - “home @ 6”
- number of characters including spaces
- use of punctuation

**Content** may include:

- words / phrases:
  - “Put cat out”
  - “Lock door”
- commonly used symbols and icons such as ‘&’ for ‘and’
- commonly used words from the immediate environment
- words / abbreviated phrases in digital messages:
  - “where r u”
  - “home @ 7”
- required information to obtain digital map location

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- complete one short simple, personally relevant formatted text
- create a short, simple personally relevant text which may be either digital or paper based



**Context of and specific resources for assessment**

Assessment must ensure:

- access to personally relevant text types drawn from the learner's immediate environment

At this level, the learner:

- may require additional time to complete written tasks
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may apply to both domains.

**Method(s) of assessment**

The following methods of assessment are suitable for this unit:

- observation of the learner planning and creating short, simple personally relevant written and / or digital texts
- portfolio of formatted texts completed by the learner
- written or oral questioning to confirm understanding of the purpose of different text types

<b>Unit Code</b>	<b>VU22349</b>
<b>Unit Title</b>	<b>Create short simple texts for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop initial writing skills to create short simple highly familiar text types for learning purposes. It can include handwritten and / or digitally based text types. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners who wish to improve their written communication skills to better participate in educational activities.</p> <p>Where application is as part of the <i>Course in Initial General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22344 Engage with short simple texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22348 Create short simple texts for personal purposes</i> and <i>VU22343 Engage with short simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 short simple learning related formatted texts	<p>1.1 Identify <b><i>formatted text types</i></b></p> <p>1.2 Identify <b><i>features of text types</i></b></p> <p>1.3 Confirm <b><i>purpose</i></b> of formatted texts</p> <p>1.4 Enter required information accurately and legibly</p>
2 Create a short simple learning related text	<p>2.1 Identify the requirements of the <b><i>text</i></b></p> <p>2.2 Select the <b><i>appropriate format for the text</i></b></p> <p>2.3 Prepare the <b><i>content</i></b></p>

## 2.4 Arrange features of text accurately and effectively to meet purpose

### Required Knowledge and Skills

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

Required Knowledge:

- spatial arrangement, word separation and alignment of text
- a small bank of words and phrases related to the learning environment to enable the preparation of content

Required Skills:

- organisational skills to:
  - construct a short hand written or digitally based text of one or two phrases / sentences with support
  - locate simple information in text and use it to construct simple text
- problem solving skills to recognise formatting conventions of text.

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Formatted text types*** may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- a limited range of digital and / or printed texts containing visual elements:
  - *sections* of forms requiring basic information such as name and address on an enrolment form, very simple course evaluation forms
  - simple, short surveys related to participation in learning or related activities in an education setting
  - work sheets, cloze exercises
  - tests, quizzes
  - self assessments
  - tables to be completed
  - timetables
  - checklists
  - charts in a classroom
  - self-paced workbooks

**Features of text types** may include:

- highly familiar words / phrases:
  - name, address, age
  - place-related and time-related information (street / suburb / town / building / classroom / class time)
  - names of facilities and services in the learning / education context, e.g. canteen
  - commonly used words and phrases associated with personally relevant education activities
  - simple diagrams, for example: hand drawn map of educational institution with facilities marked
  - one or two simple sentences for example an application for English classes
- numbers as whole numbers:
  - time-related information, dates of public holidays/ school holidays, class times
  - place-related information, such as room numbers, building / level numbers
  - connected with money such as course fees, excursion costs
- abbreviations:
  - M / F
  - text messaging abbreviations such 'u' for 'you'
- familiar visuals, for example:
  - layout features and styles (print and screen based)
  - left to right and top to bottom orientation
  - writing on the line
  - capitalisation (including for the personal pronoun I, upper and lower case)
  - full stop punctuation photographs
  - symbols / logos / icons
- layout features and styles (print and screen based)
  - left to right and top to bottom orientation
  - writing on the line
  - capitalisation (including for the personal pronoun I, upper and lower case)
  - punctuation such as full stop

**Purpose** may include:

- collection of information
- recording information
- organising information for regular reference
- organising time
- mnemonic purposes

**Text** may include:

- labels in a folder
- short written or electronic note or message for teacher or fellow student
- paper based or electronic timetable entry

**Appropriate format for the text** may include:

- size of words and visuals
- place of colour, symbols
- inclusion of visual elements
- short text message to teacher or fellow student:
  - “running late”
  - “unable to attend”
- number of characters including spaces
- use of punctuation

**Content** may include:

- words / phrases:
  - class times and locations
  - homework tasks
- commonly used symbols and icons such as & for 'and'
- commonly used words from the learning environment

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- complete a minimum of one short simple, learning related formatted text
- create one short, simple learning related text which may be digital or hand written

**Context of and specific resources for assessment**

Assessment must ensure:

- access to text types drawn from the learner's immediate environment which are personally relevant to the learner

At this level, the learner :

- may require additional time to complete written tasks
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- observation of the learner planning and creating short, simple learning related hand written and / or digital texts
- portfolio of examples of formatted texts completed by the learner
- written or oral questioning to confirm understanding of the purpose of different text types

<b>Unit Code</b>	<b>VU22350</b>
<b>Unit Title</b>	<b>Create short simple texts for employment purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop initial writing skills to create short simple highly familiar text types for employment purposes. It can include handwritten and / or digitally based text types. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those in employment and those who aspire to employment. People seeking to improve their employment participation options will need to develop a range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create short simple texts with a workplace context and purpose. These skills will provide the foundation for future activities associated with producing text.</p> <p>Where application is as part of the <i>Course in Initial General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22345 Engage with short simple texts for employment purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22343 Engage with short simple texts for personal purposes</i> and <i>VU22348 Create short simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a simple formatted text for employment purposes	<p>1.1 Identify <b>formatted text types</b></p> <p>1.2 Confirm the <b>purpose</b> of the formatted text and <b>audience</b></p> <p>1.3 Identify the <b>features of the text</b></p>

- |   |     |   |
|---|-----|---|
|   | 1.4 | Enter required information accurately and legibly                           |
| 2 | 2.1 | Describe the purpose of the <b>text type</b>                                |
|   | 2.2 | Select the <b>appropriate format for the text</b>                           |
|   | 2.3 | Prepare the <b>content</b>  |
|   | 2.4 | Arrange the features of the text accurately and effectively to meet purpose |

## Required Knowledge and Skills

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

Required knowledge:

- spatial arrangement, word separation and alignment of written text
- a small bank of employment related words and phrases to enable the preparation of content

Required Skills:

- organisational skills to:
  - construct a short hand written or digital text of one or two phrases / sentences with support
  - locate simple information in text and use it to construct simple text
- problem solving skills to recognise different formatting conventions of text.

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Formatted text types** may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- *sections* of a limited range of electronic or printed texts containing visual elements related to basic personal information:
  - medical forms / consent to flu vaccination
  - rosters
  - banking authority
  - leave forms
  - claim forms for overtime or petty cash
  - induction checklist
  - notification of change of details form
  - time sheet



**Purpose** may include:

- collection of information
- legal or OHS / WHS compliance
- participation in work activities:
  - union meeting
  - on the job training

**Audience** may include:

- supervisor
- OHS /WHS officer
- Human Resources
- workers on next shift

**Features of the text** may include:

- highly familiar words / phrases:
  - name, address, age
  - place and time related information such as rosters and timesheets
  - names of facilities in the workplace
  - commonly used words / phrases such as 'public holidays'
  - one or two simple sentences
- numbers as whole numbers:
  - time-related information, dates of public holidays/ shift hours
  - place-related information, such as building numbers, locker rooms
  - connected with money such as costs associated with fares, buying snacks, pay slip information
  - phone numbers relevant to workplace
  - counting units of production/ materials
  - connected with organising goods, sorting items
- abbreviations / acronyms.
  - M / F, OHS / WHS, HAZCHEM
- familiar visuals:
  - photographs
  - symbols in the workplaces such as hazard signs
  - logos associated with workplace
  - simple diagrams, such as map of building / factory with evacuation points marked
  - colour coded information
- layout features and styles
  - left to right and top to bottom orientation
  - writing on the line
  - capitalisation including for the personal pronoun I, upper and lower case
- punctuation such as full stop

**Text type** may include:

- notice
- messages
- checklist
- handover notes
- warning notice / tag
- label
- computerised leave application
- short basic text and / or numerical data into portable handheld scanning device

**Appropriate format for the text** may include:

- inclusion of visual elements
- size and location of letters and / or visuals
- data entry
- number of characters including spaces for digital texts
- text sequence
- use of punctuation

**Content** may include:

- words / phrases:
  - “do not use”
  - “checked by ”
- commonly used symbols and icons such as ‘&’ for ‘and’
- commonly used words from the immediate environment

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- complete one short simple, employment related formatted text
- create one short, simple employment related text which may be either digital or hand written

**Context of and specific resources for assessment**

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

Assessment must ensure:

- access to text types drawn from employment related environments that are relevant to the learner

At this level, the learner:

- may require additional time to complete written tasks
- can work alongside an expert / mentor where prompting and advice can be provided

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- observation of the learner planning and creating short, simple employment related hand written and / or digital texts
- portfolio of examples of formatted texts completed by the learner
- oral or written questioning to confirm understanding of the purpose of different text types

<b>Unit Code</b>	<b>VU22351</b>
<b>Unit Title</b>	<b>Create short simple texts to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop initial writing skills to create short simple highly familiar text types for community participation purposes. It can include handwritten and / or digitally based text types. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 1: 1.05, 1.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their writing skills to enable greater access to and participation in community activities. The 'community' can have a range of definitions, depending on the learner's situation and may signify the local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean 'society'.</p> <p>Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with the delivery and assessment of <i>VU22346 Engage with short simple texts to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such <i>VU22348 Create short simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a short simple formatted text for community participation	<p>1.1 Identify <b><i>formatted text types</i></b></p> <p>1.2 Confirm the <b><i>purpose</i></b> of the formatted text and the <b><i>audience</i></b></p> <p>1.3 Identify the <b><i>features of the text</i></b></p>

- |   |     |   |
|---|-----|---|
|   | 1.4 | Enter required information accurately and legibly                           |
| 2 | 2.1 | Describe the purpose of the <b>text type</b>                                |
|   | 2.2 | Select the <b>appropriate format for the text</b>                           |
|   | 2.3 | Prepare the <b>content</b>  |
|   | 2.4 | Arrange the features of the text accurately and effectively to meet purpose |

## Required Knowledge and Skills

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

Required Knowledge:

- spatial arrangement, word separation and alignment of written text
- a small bank of words and phrases relevant to community participation to enable the preparation of content

Required Skills:

- organisational skills to:
  - construct short hand written or digital text of one or two phrases / sentences with support
  - locate simple information in text and use it to construct simple text
- problem solving skills to recognise formatting conventions of text

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Formatted text type** may include:

- texts with highly explicit purpose and limited highly familiar vocabulary
- a limited range of electronic or printed texts containing visual elements:
  - sections of forms requiring basic information such as application forms / council forms, surveys
  - roster for school fete
  - raffle tickets
  - ballot papers
- adult literacy survey

**Purpose** may include:

- collection of information
- legal requirements
- participation in democratic process
- gaining access to services
- participation in leisure activities, joining a group
- signing up for a volunteer activity at the school

**Audience** may include:

- parents
- peers
- local politicians

**Features of the text** may include:

- highly familiar words / phrases:
  - name, address, age
  - place or time related information
  - names of community facilities and service providers in the immediate area
  - those associated with personally relevant education, recreation and leisure activities
  - commonly used words / phrases from headlines and news items, local environment
  - one or two simple sentences
- numbers as whole numbers:
  - time-related information, dates of public holidays/ school holidays, community event starting time
  - place-related information, such as street numbers, post codes
  - connected with money such as entry fee
- abbreviations:
  - M / F
  - DOB
- familiar visuals:
  - photographs
  - symbols such as ‘&’ for ‘and’
  - simple diagrams, for example, hand drawn map of local area with community facilities marked
- layout features and styles:
  - left to right and top to bottom orientation
  - writing on the line
  - capitalisation including for the personal pronoun I and upper and lower case
- punctuation such as full stop

**Text type** may include:

- simple table such as roster of names
- notices / posters:
  - garage sale
  - room to let
- messages or invitations
- digitally based local government question and answer site
- electronic expression of interest to volunteer

**Appropriate format for the text** may include:

- inclusion of visual elements
- size and location of letters and / or visuals
- use of colour
- number of characters including spaces for digital text
- text sequence
- use of capital letters and full stops

**Content** may include:

- words / phrases:
  - 'Garage Sale today'
  - 'lost dog'
- commonly used symbols and icons such as '&' for 'and'
- commonly used words from the immediate environment

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- complete one short simple, community related formatted text
- create one short, simple community related text which may be either digital or hand written



**Context of and specific resources for assessment**

Assessment must ensure:

- access to text types drawn from community related environments that are relevant to the learner

At this level, the learner:

- may require additional time to complete written tasks
- can work alongside an expert / mentor where prompting and advice can be provided

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- observation of the learner planning and creating short, simple community related written and / or digital texts
- portfolio of examples of formatted texts completed by the learner
- written or oral questioning to confirm understanding of the purpose of different text types

<b>Unit Code</b>	<b>VU22352</b>
<b>Unit Title</b>	<b>Recognise numbers and money in simple, highly familiar situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge that enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition, comparison and use of simple whole numbers and money which are part of the learners' normal routines and activities. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 &amp; 1.11</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 compare numbers into the	1.1 Recognise <b><i>place value concepts</i></b> in <b><i>whole numbers</i></b> into the hundreds

hundreds, and halves in simple, highly familiar situations	1.2	Express whole numbers into the hundreds orally and write them as numerals
	1.3	Write whole numbers as words up to twenty
	1.4	Recognise <b>halves</b> in simple, <b>highly familiar situations</b>
	1.5	Use <b>common words</b> to compare whole numbers
2 Recognise and compare money into the hundreds of dollars in simple, highly familiar situations	2.1	Recognise the value of coins and notes, money notation and symbols for money into the hundreds of dollars
	2.2	Recognise prices of familiar items into the hundreds of dollars in short, simple highly familiar situations
	2.3	Use common words for comparing costs
3 Perform simple, one-step addition and subtraction calculations with numbers and money into the hundreds	3.1	Perform <b>simple, one-step calculations of +,–</b> with whole numbers and money into the hundreds
	3.2	Roughly check <b>the reasonableness of results</b> in relation to the context

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints / symbols represent meaning in simple texts
- place value of whole numbers into the hundreds
- techniques used to make rough estimations

### Required Skills:

- literacy and communication skills to:
  - read and say whole numbers and basic words associated with money
  - recognise simple fractions ( $\frac{1}{2}$ )
  - write whole numbers as numerals and some in words
- problem solving skills to:
  - recognise and compare the value of coins and notes
  - recognise the simple operations of addition and subtraction and the words and symbols associated with them

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Place value concepts*** refer to:

- place value concepts for whole numbers into the hundreds

***Highly familiar situations*** may include:

- recognising numbers in documents such as:

- advertising leaflets
- notices, signs,
- simple pricelists
- sports results
- recipes
- workplace parts lists

- recognising and naming:
  - coins and notes
  - values on packaging, equipment and tools

***Common words*** may include:

- more/less
- cheaper/more expensive
- smaller, bigger
- the same as
- double
- half

***Simple, one-step calculations of +,–*** may include:

- addition up to a total of 999
- subtraction in the form of adding on:
  - “if you have \$5, how much more do you need to get to \$7?” Answers to be less than 100
- calculations which can be done in an idiosyncratic manner, by counting on, with or without the aid of concrete aids or calculators

***Halves*** refers to:

- the fraction  $\frac{1}{2}$  (one half)

***The reasonableness of results*** refers to:

- very rough estimates based on questioning and prompting by the teacher/trainer:
  - ‘do you think this is about what you’d expect to have to pay if you bought those two items?’

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use the concept of place value and the associated language of numbers to recognise, compare and talk about numbers and money into the hundreds
- write numbers and money into the hundreds as numerals and some values as words
- undertake simple operations of addition and subtraction with numbers and money into the hundreds and make rough estimates on results in highly familiar situations

### Context of and specific resources for assessment

Assessment must ensure:

- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit

At this level the learner may:

- work alongside an expert/mentor where prompting and advice can be provided use “in the head” methods, or concrete aids, or pen and paper methods for calculations or use calculators to obtain and/or check calculations that require accuracy

### Method(s) of assessment

The following assessment methods are suitable for this unit:

- observation of the learner recognising money and numbers
- portfolio of completed simple, one-step addition and subtraction calculations with numbers and money into the hundreds
- oral or written questioning to assess knowledge of techniques to roughly estimate

<b>Unit Code</b>	<b>VU22353</b>
<b>Unit Title</b>	<b>Recognise, give and follow simple and familiar directions</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge that enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition, giving and following of simple and highly familiar directions. These directions are part of the learners' normal routines to do with orienting oneself in familiar contexts such as near their homes, in workplace buildings or classrooms. Learners will mainly communicate these mathematical ideas using spoken or simple written responses. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 &amp; 1.11</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 follow short, simple directions in highly familiar situations | 1.1 Identify and use <b><i>simple concepts of position and location</i></b> to identify an explicit and relevant location<br>1.2 Read and use <b><i>simple diagrams and maps</i></b> of <b><i>highly familiar locations</i></b> to identify an explicit and relevant location<br>1.3 Follow simple <b><i>highly familiar directions</i></b> for moving between known locations |
| 2 Recognise and give simple directions in highly familiar situations          | 2.1 Describe the relative location of two or more objects using <b><i>highly familiar, informal language of position</i></b><br>2.2 Use simple, highly familiar, informal language of position to give directions in a <b><i>highly familiar situation</i></b>   |

## Required Knowledge and Skills

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

Required Knowledge:

- signs / prints / symbols represent meaning in signs, diagrams and maps
- informal language of position and location to give and follow short, simple directions in highly familiar situations

Required Skills:

- communication and literacy skills to:
  - read relevant, short texts and diagrams
  - recognise simple diagrams and maps of highly familiar locations

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Simple concepts of position and location*** may include:

- relative positions such as:
  - in
  - left/right
  - front/behind
  - up/down
  - opposite
  - on the corner
  - next to
  - between

**Simple diagrams and maps** may include:

- simplified diagrams of buildings, including locations of classrooms/workplace/office; local home area of learner; local shopping centre
- simple and familiar online maps

**Highly familiar locations** may include:

- student's classroom and building
- home
- workplace
- local shopping centre

**Highly familiar directions** should be:

- short, clear, with only one given at a time
- clarified with teacher prompting if required
- given using common, everyday, informal language and gestures

**Highly familiar, informal language of position** may include:

- over/under
- in front/behind
- up/down
- through
- opposite
- on the corner
- next to
- first / second
- between

**Highly familiar situations** may include:

- moving from one position to another within a room
- one room to another
- between buildings in a large institution, workplace or shopping centre

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.



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

Assessment must confirm the ability to:

- use simple diagrams and maps to find and identify specific locations
- use informal language of location and direction to describe relative positions of objects
- apply simple concepts of position to give and follow simple directions

**Context of and specific resources for assessment**

Assessment must ensure:

- access to authentic materials and texts in appropriate and relevant contexts
- concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit

At this level, the learner may:

- require additional time to complete tasks
- work alongside an expert/mentor where prompting and advice can be provided

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner giving and following simple and familiar directions in highly familiar situations
- oral or written questioning to assess ability to read relevant, short texts and diagrams and recognise simple diagrams maps of highly familiar locations

<b>Unit Code</b>	<b>VU22354</b>
<b>Unit Title</b>	<b>Recognise measurements in simple, highly familiar situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar measurements which are part of the learners' normal routines. This would typically relate to activities such as shopping, cooking, work related measures and telling the time. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 &amp; 1.11</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 compare simple, highly familiar metric measurements | 1.1 Recognise <b>common units of metric measurement</b> for length, mass, capacity and temperature and use them appropriately in <b>highly familiar situations</b><br>1.2 Identify and choose <b>appropriate measurement tool</b> and use it at a basic level in a limited range of highly familiar situations to measure and compare items<br>1.3 Recognise <b>whole numbers</b> into the hundreds related to measurement<br>1.4 Use <b>common words</b> for comparing measurements |
| 2 Recognise time in simple, highly familiar situations              | 2.1 Read <b>time measuring devices</b> for digital time, including am/pm<br>2.2 Recognise <b>familiar dates</b> on calendars<br>2.3 Use the <b>language of dates and digital time</b> orally<br>2.4 Recognise <b>numbers related to time</b> in highly familiar situations   |

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in measurement contexts and materials such as on tools and packaging
- common units of metric measurement and their appropriate use
- abbreviations associated with highly familiar measurement and time

### Required Skills:

- communication and literacy skills to read and say whole numbers, simple fractions ( $\frac{1}{2}$ ) and basic words associated with measurement and time

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Common units of metric measurement** should include:

- common measures for:
  - length, mass, capacity and temperature, for example, metres, kilograms, litres, degrees Celsius

- Highly familiar situations** may include:
- reading and interpreting measures on advertising leaflets, notices, signs, simple recipes, food and drink packaging, workplace documents
  - cooking, gardening, building
  - reading opening hours, timesheet hours

- Appropriate measurement tool** may include:
- rulers, tape measures
  - kitchen scales
  - measuring cups, spoons

- Whole numbers** should:
- be relevant and appropriate to the learner and should be in numeral form
  - include an understanding of place value concepts for whole numbers into the hundreds

- Common words** may include:
- long / short
  - big / small
  - thick / thin
  - short / tall
  - hot / cold
  - the same as
  - double, half

- Time measuring devices** may include:
- digital time pieces
  - analogue time pieces read to the hour and  $\frac{1}{2}$  hour

- Familiar dates** may include:
- date and day of the week
  - birthdays
  - appointments

- Language of dates and digital time** may include:
- oral language:
    - hours, minutes
    - days, weeks, months
    - yesterday, tomorrow
    - before / after
    - longer / shorter

- Numbers related to time** may include:
- whole numbers related to time such as 60, 30
  - fractional hours of time limited to  $\frac{1}{2}$

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- recognise and apply appropriate metric units for simple everyday measurements in a limited range of highly familiar situations
- select and use measurement tools at a basic level to measure and compare measurements

### Context of and specific resources for assessment

Assessment must ensure access to:

- authentic materials and texts in appropriate and relevant contexts
- simple measuring tools

At this level, the learner may:

- require additional time to complete tasks
- work alongside an expert/mentor where prompting and advice can be provided

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner selecting and using simple measuring tools to take and compare measurements
- oral or written questioning to assess the ability to recognise digital and analogue time and to recognise familiar dates

<b>Unit Code</b>	<b>VU22355</b>
<b>Unit Title</b>	<b>Recognise shape and design in simple, highly familiar situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform very simple and highly familiar numeracy tasks involving the recognition and comparison of simple and familiar shapes and designs. These shapes and designs relate to the learners' normal routines to do with familiar buildings, furniture, signs, or common household or workplace objects. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 &amp; 1.11</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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, describe and sketch simple two-dimensional shapes and designs | 1.1 Recognise, describe and name <b>common two-dimensional shapes</b> in <b>simple, highly familiar situations</b> using <b>highly familiar, informal vocabulary</b><br><br>1.2 Produce a <b>sketch</b> of a common two-dimensional shapes   |
| 2 Compare simple two-dimensional shapes and designs                        | 2.1 Compare common two-dimensional shapes in simple, highly familiar situations in relation to <b>characteristics of shape</b><br><br>2.2 Use highly familiar, informal vocabulary for comparing shapes, including relative size<br><br>2.3 Classify common two-dimensional shapes according to characteristics of shape |

## Required Knowledge and Skills

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

Required Knowledge:

- signs / prints/ symbols represent meaning in relation to shapes and designs
- characteristics of common two-dimensional shapes and the informal language of shape, size and colour

Required Skills:

- communication and literacy skills to read relevant, short simple texts and illustrations, diagrams and signs
- ability to use simple drawing tools to draw rough sketches of simple two-dimensional shapes

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Common two-dimensional shapes** include:

- circle
- square
- triangle

**Simple, highly familiar situations** may include:

- recognising and describing elements of buildings, furniture, common household or workplace objects
- recognising and describing signs and shapes such as safety signs and road signs

**Highly familiar, informal vocabulary** may include:

- straight / round
- names of colours
- long / short
- big / small
- thick / thin
- short / tall
- the same as
- double, half

**Sketch** may include:

- making a freehand, rough and approximate drawing,
- using a ruler or a template such as a Mathomat®

**Characteristics of shape** may include:

- shape
- size
- length / width / thickness
- colour

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- recognise, compare and describe simple and common shapes and designs using the informal language of shape
- link a range of common two-dimensional shapes to familiar everyday objects
- sketch a simple representation of common two-dimensional shapes

**Context of and specific resources for assessment**

Assessment must ensure:

- access to authentic materials in appropriate and relevant contexts

At this level, the learner may:

- require additional time to complete tasks
- work alongside an expert/mentor where prompting and advice can be provided



**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- observation of the learner recognising a range of common two-dimensional shapes and linking them to familiar everyday objects
- portfolio of sketches of common two-dimensional shapes produced by the learner
- oral or written questioning to assess the ability to describe, name and classify common two-dimensional shapes according to characteristics of shape

<b>Unit Code</b>	<b>VU22356</b>
<b>Unit Title</b>	<b>Recognise and locate simple numerical information in short, simple highly familiar texts</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate and recognise simple whole numbers which are part of numerical information in short, simple highly familiar texts. Learners can then use those numbers to perform very simple one-step calculations when reading documents such as short and simple newspaper articles, sports results, prices in advertisements and utility bills. Learners will mainly communicate these mathematical ideas using spoken rather than written responses. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 &amp; 1.11</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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, locate and compare simple numerical information in short, simple highly familiar texts | 1.1 Locate, recognise and compare <b>whole numbers</b> into the hundreds written as numerals in <b>short, simple highly familiar texts</b><br>1.2 Express whole numbers into the hundreds orally and write them as numerals<br>1.3 Write numbers up to 20 as words<br>1.4 Use <b>common words</b> for comparing whole numbers into the hundreds<br>1.5 Recognise <b>halves</b> in short, simple highly familiar texts |
| 2 Perform simple, one-step addition and subtraction calculations with numbers into the hundreds     | 2.1 Perform <b>simple, one-step calculations of +,–</b> with whole numbers into the hundreds<br>2.2 Roughly check <b>the reasonableness of results</b> in relation to the context   |

## Required Knowledge and Skills

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

Required Knowledge:

- signs / prints/ symbols represent meaning in simple texts such as in popular newspapers, advertising materials, bills and notices
- that numerical information can be represented in different forms
- techniques used to make rough estimations
- place value of whole numbers into the hundreds

Required Skills:

- literacy skills to:
  - read relevant, short texts
  - write whole numbers as numerals and some in words
- communication skills to:
  - read and say whole numbers and basic words associated with numbers
  - recognise simple fractions ( $\frac{1}{2}$ )
- cognitive skills to understand simple operations of addition and subtraction.

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Whole numbers** should be:

- into the hundreds
- relevant and appropriate to the learner
- in numeral form
- include an understanding of place value concepts for whole numbers into the hundreds

**Short, simple highly familiar texts** may include:

- advertising leaflets
- utility bills
- notices
- simple pricelists
- sports results
- short newspaper articles

**Common words**

- first / second
- between
- smaller / bigger
- more / less
- the same as
- double / half

**Halves**

- the fraction  $\frac{1}{2}$  (one half)

**Simple, one-step calculations of +,–** may include:

- addition up to a total of 999
- subtraction only in the form of adding on:
  - “if you have \$5, how much more do you need to get to \$7?” Answers to be less than 100.
- calculations done in an idiosyncratic manner, by counting on, with or without concrete aids or calculators

**The reasonableness of results** refers to:

- very rough estimates based on questioning and prompting by the teacher/trainer:
  - “do you think this is about what you’d expect to have to pay if you bought those two items?”

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate and recognise simple numerical information embedded in a range of familiar texts where the maths content is explicit
- use the associated oral language of numbers to read and convey numerical information
- write numbers into the hundreds as numerals and some values as words
- use numerical information to undertake simple operations of addition and subtraction with numbers into the hundreds and to make and check rough estimations.

**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant, highly familiar and personal contexts and materials where the maths content is explicit
- calculators where appropriate

At this level, the learner may:

- require additional time to complete tasks
- work alongside an expert/mentor where prompting and advice can be provided

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- observation of the learner performing simple, one-step addition and subtraction calculations with numbers into the hundreds
- portfolio of calculations, numerical expression of numbers to the 100s and written expression of numbers to 20, completed by the learner
- oral or written questioning to assess the ability to recognise, locate and compare simple numerical information in short, simple highly familiar texts.

<b>Unit Code</b>	<b>VU22357</b>
<b>Unit Title</b>	<b>Recognise and locate numerical information in simple, highly familiar tables and graphs</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate, recognise and verbally convey information about simple whole numbers which are part of numerical information in short, simple highly familiar tables and graphs. These may be located in documents such as short and simple newspaper articles, sports results, utility bills and price lists. Learners at this level may require support through prompting and advice.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 1: 1.09, 1.10 &amp; 1.11</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 locate numerical information in	1.1 Identify the <b><i>key features of simple tables</i></b> in <b><i>short, simple, highly familiar documents</i></b>

simple, highly familiar tables	1.2	Recognise and locate <b>whole number</b> values in relevant simple tables
	1.3	Locate specific numerical information in <b>simple, highly familiar tables</b> and report on it orally using <b>familiar, informal language</b>
2 Recognise and locate numerical information in simple, highly familiar graphs	2.1	Identify the <b>key features of simple highly familiar graphs</b> in short, simple, highly familiar documents
	2.2	Recognise and locate whole number values in relevant simple, highly familiar graphs
	2.3	Locate specific information in simple, highly familiar graphs and report on it orally using familiar, informal language

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in simple texts such as in popular newspapers, advertising materials, bills and notices
- the key features of tables and graphs

### Required Skills:

- communication and literacy skills to:
  - read relevant, short, simple texts and diagrams that include tables and graphs
  - locate and convey numerical information represented in tables and graphs
  - read and say whole numbers, simple fractions ( $\frac{1}{2}$ ) and basic words associated with numbers

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Key features of simple tables** may include:

- columns and rows
- values of columns and rows

**Short, simple, highly familiar documents** may include:

- utility bills
- sports results
- simple pricelists
- short newspaper articles where the maths content is explicit

**Whole number** refers to:

- numbers into the hundreds, that are relevant and appropriate to the learner and should be in numeral form or written as words up to 20

**Simple, highly familiar tables** may include:

- tables with familiar whole number values such as:
  - dollars
  - points (as in sport)
  - numbers of people

**Key features of simple, highly familiar graphs** may include:

- very explicit and simple labels and axes – in whole numbers and scale graduations of 1s, 2s, 5s or 10s

**Familiar, informal language** may include:

- smallest / biggest
- more / less
- the same as

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use key features of tables and graphs to locate and extract simple numerical information embedded in simple, highly familiar tables and graphs
- use the oral language of numbers, graphs and tables to read and convey simple numerical information embedded in simple, highly familiar tables and graphs

**Context of and specific resources for assessment**

Assessment must ensure:

- access to authentic tables and graphs and texts in appropriate and relevant contexts

At this level, the learner:

- may require additional time to complete tasks
- can work alongside an expert/mentor where prompting and advice can be provided



**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- observation of the learner recognising and locating numerical information in simple, highly familiar tables and graphs
- discussion to assess the ability to use informal familiar language to report n numerical information

<b>Unit Code</b>	<b>VU22358</b>
<b>Unit Title</b>	<b>Develop learning goals</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to identify current skills, plan future skills development with the guidance of an appropriate support person and maintain a record of progress toward goals.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 2: 2.01, 2.02.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners with personal, learning, employment and community participation goals. At this level, the learner will work with a support person when developing learning goals and recording progress using an established format requiring one or two dot points or sentences.
<b>Element</b>	<b>Performance Criteria</b>
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 learning goals	<p>1.1 Identify <b><i>own learning goals</i></b> with guidance from <b><i>appropriate support person / s</i></b></p> <p>1.2 Identify <b><i>current skills and knowledge</i></b></p> <p>1.3 Compare current skills and knowledge with those needed to meet identified goals to identify any gaps</p> <p>1.4 Discuss <b><i>factors which may impact on learning</i></b> in relation to identified goals with an appropriate support person/s</p>
2 Plan and implement learning goals	<p>2.1 Identify the <b><i>features of a learning plan</i></b></p> <p>2.2 Discuss and agree a plan for learning with an appropriate support person</p> <p>2.3 Identify <b><i>supporting resources</i></b> that can assist in meeting goals</p> <p>2.4 Implement the learning plan</p>

- |   |                       |     |  |
|---|-----------------------|-----|--|
| 3 | Review learning goals | 3.1 | Review the outcomes of the learning plan with an appropriate support person/s  |
|   |                       | 3.2 | Identify any <b>barriers</b> encountered and discuss <b>alternative options</b> with an appropriate support person/s |
|   |                       | 3.3 | Document achievements using a <b>simple format</b> agreed with an appropriate support person/s                       |

## Required Knowledge and Skills

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

### Required Knowledge:

- different types of goals such as personal and work
- difference between long and short term goals
- source of additional support

### Required Skills:

- oral communication skills to:
  - take turns to maintain simple discussion about learning goals and potential issues in achieving them
  - ask and respond to questions about learning goals
  - discuss implementation of a learning plan
- literacy skills to:
  - follow simple instructions to complete a simple written template
  - use sentences of one or two clauses to document own achievement of learning goals
  - use key words related to own learning
- problem solving skills to draw on own experiences to identify current skills and learning goals

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Own learning goals*** may include:

- improving reading, writing and numeracy skills for a variety of purposes, for example:
  - further study
  - employment
  - community participation
  - health and well being
  - support for others
- improving confidence as a learner
- improving employability skills

***Current skills and knowledge*** may include:

- skills and knowledge gained formally and informally:
  - formal educational achievement
  - organisational skills developed through family / community
  - self taught skills such as digital literacy

***Appropriate support persons*** may include:

- program coordinator
- teacher
- advisor

***Factors which may impact on learning*** may include:

- work responsibilities
- family responsibilities
- previous study including formal schooling or informal learning
- health and other personal matters
- any possible barriers to completion

***Features of a learning plan*** may include:

- verbal, visual or written format
- one or two short term goals and indicators of success
- actions and activities to be undertaken to achieve goals, including monitoring arrangements
- any issues and strategies that may impact on achievement of goals
- responsibilities of participants
- timelines

**Supporting resources** may include:

- audio-visual aids
- visual materials such as maps, pictures
- computers
- library
- communication aids

**Barriers** may include:

- time constraints
- family responsibilities
- health issues
- motivational issues

**Alternative options** may include:

- adjusting learning goals
- adjusting timeframe
- sourcing additional support

**Simple format** may include:

- teacher provided format / checklist
- factors that helped and hindered achievement of learning goals
- adjustments made
- learner reflection on own definition of success

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify own skills and knowledge to assist in identifying one or two short or long term learning goals
- discuss, agree, implement and review a learning plan

### Context of and specific resources for assessment

Assessment must ensure:

- sufficient time to enable the learner to implement and review learning goals
- access to supporting resources where required

At this level the learner may:

- need extended time to identify learning goals
- work with an expert / mentor where support is available if requested

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- oral or written questioning to assess knowledge of the process for developing, implementing and reviewing a learning plan
- direct observation of the learner participating in the development and implementation of a learning plan
- paper based or electronic portfolio of work samples that support achievement of learning goals

<b>Unit Code</b>	<b>VU22359</b>
<b>Unit Title</b>	<b>Conduct a project with guidance</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to establish a simple proposal for a project, plan the project, carry out the project and review the outcome under the guidance of an appropriate support person. The unit also provides an opportunity for learners to develop personal skills such as working collaboratively with others, planning and organizing self and others, problem solving, and using technology. Learners at this level may request support and begin to develop their own support resources.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who need to develop a range of literacy, numeracy and oral communication skills through practical application in an activity or around a specific content area as part of a project. The project can be completed either individually or as a member of a group. The project should be conducted with supervision and support.
<b>Element</b>	<b>Performance Criteria</b>
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 Propose a project	1.1 Discuss proposed project with <b><i>appropriate support people</i></b> 1.2 Identify <b><i>project goals</i></b> 1.3 Confirm project goals
2 Plan the project	2.1 Determine the <b><i>elements</i></b> of the project with guidance 2.2 Identify the <b><i>process</i></b> for completing the project 2.3 Identify <b><i>responsibilities of participants</i></b> 2.4 Document a simple project plan with support
3 Carry out the plan	3.1 Obtain required materials and information

- |   |                                   |  |
|---|-----------------------------------|--|
|   | 3.2                               | Undertake project tasks with guidance from an appropriate support person   |
|   | 3.3                               | Record and discuss activities with appropriate support people  |
| 4 | Review the conduct of the project | <p>4.1 Discuss <b>factors which contributed to success</b> in meeting goals with appropriate support people and other project participants if relevant</p> <p>4.2 Identify <b>barriers</b> to successful completion of the project</p> |

## Required Knowledge and Skills

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

### Required Knowledge:

- benefits of the project in relation to own learning and development
- potential factors which contribute to the success or otherwise of the project

### Required Skills:

- oral communication skills to:
  - discuss, plan and review a project
  - discuss roles of participants and expected project outcomes
  - convey information about the project
  - ask and respond to questions and take turns to maintain discussion
- problem solving skills to:
  - gather required resources
  - locate information
  - complete tasks according to agreed plan
- literacy skills to:
  - use simple sentences of one or two clauses and key vocabulary to document simple project plan

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Appropriate support people*** may include:

- mentor, teacher, volunteer tutor, social worker, teacher aide
- family member, friend



**Project goals** may include:

- completion of an activity
  - construction of a newsletter
  - compilation of a recipe book
  - compilation of a photo collection
  - participating in organising a class activity, e.g. an outing, a party, a dance
  - participating in organising a community activity such as a sporting club fundraiser, over 50s sporting competition
  - designing and producing a community mural
  - working in a community garden
- development of reading, writing and numeracy skills

**Elements** of the project may include:

- what needs to be done
- who will be involved
- how it will be done
- when it needs to be done

**Process** may include:

- identifying an area of interest
- drawing on previous experiences to identify project goals for example:
  - work experiences
  - volunteer or recreational experiences
  - family responsibilities
  - study including formal schooling or informal learning
- identifying possible barriers to completion
- establishing advantages and disadvantages of working with others on the project

**Responsibilities of participants** may include:

- level of participation
- locating information
- completing task components

**Factors which contribute to success** may include:

- transferring learning from one area to a new area
- practising new skills
- seeking support of teacher, peers, other interested parties when needed
- clear role definitions
- developing co-operative learning techniques

**Barriers** may include:

- current life circumstances such as physical, mental, emotional or social constraints
- cultural differences
- multiple roles and responsibilities

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify project goals with an appropriate support person, plan the project, and carry out the project
- evaluate the conduct of the project including successful outcomes and barriers to completion of the project

### Context of and specific resources for assessment

Assessment must ensure access to:

- texts to support the project that are relevant and familiar to the learner
- resources to complete the project for example facilities such as libraries and computers

At this level, the learner may:

- need extended time to complete the project
- depend on the teacher for guidance and support

### Method(s) of assessment

The following assessment methods are suitable for this unit:

- portfolio of examples related to the completion of the project such as:
  - project action plan
  - journal/log book recording project-related activities
  - collections of samples compiled by the learner such as photos, written materials, visual materials
- direct observation of the learner planning and carrying out the project
- oral or written questioning to confirm understanding of the actions undertaken to complete the project
- verbal third party feedback, for example from peers involved in the project

<b>Unit Code</b>	<b>VU22360</b>
<b>Unit Title</b>	<b>Engage with simple texts for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and web based text types for personal purposes. Learners at this level may request support and begin to develop their own support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners seeking to improve their personal literacy skills by developing a range of reading and communication skills by engaging with texts. Where application is as part of the Certificate 1 in General Education for Adults (Introductory) it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22365 Create simple texts for personal purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22363 Engage with simple texts to participate in the community</i> and <i>VU22368 Create simple texts to participate in the community</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 specific information for personal purposes in simple paper based and web based text types	<p>1.1 Identify a limited range of <b><i>simple text types</i></b> which are related to personal needs</p> <p>1.2 Recognise <b><i>features of text types</i></b></p> <p>1.3 Identify <b><i>specific information</i></b> in the texts</p>
2 Read and interpret simple explicit paper based and web based	<p>2.1 Identify <b><i>source of texts</i></b></p> <p>2.2 <b><i>Predict</i></b> the purpose of the texts</p>

texts for personal purposes

- 2.3 Use a range of **reading strategies** to interpret the texts
- 2.4 Identify main **ideas** in the texts
- 2.5 Determine the **effectiveness** of the texts in terms of meeting their purpose

## Required Knowledge and Skills

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

### Required Knowledge:

- how basic punctuation impacts on meaning
- reading strategies to engage with paper based and web based texts for different purposes or texts

### Required Skills:

- literacy skills to:
  - critically read texts which have predictable structure and familiar vocabulary to make meaning
  - get the gist of texts which have more unfamiliar elements to interpret information
  - use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use word attack skills
  - make connections between own knowledge and experience and the purpose and structure of texts
  - follow non-linear digital texts to gain information
  - use decoding strategies such as phonic and visual letter patterns to identify unknown words
- technology skills to navigate web based text to locate simple information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Simple text types** may include:

- simple, familiar texts with clear purpose and familiar vocabulary
- web based, printed, handwritten and visual texts:
  - messages from family members or friends such as notes, email, SMS, cards, simple blogs, tweets
  - short story, children's story read to child, own personal history
  - instructions on medicine bottle, instructions on accessing a game, simple recipe, shopping list
  - information formatted into a table of one or two columns such as a catalogue of personal items
  - advertisements, leaflets
  - formatted texts such as forms
  - visual texts such as digital stories, posters, illustrations,

**Features of text types** may include:

- text structure with transparent organisation appropriate to text type:
  - narrative texts with sequential prose: beginning, middle and end
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - informative texts with explicit navigation features such as headings, site maps/ menus
  - persuasive texts supported by visual material, opinion expressed
  - non-linear web based texts
- sentences:
  - simple verb tenses and routine word order patterns
  - one or two clauses
  - containing adjectives, pronouns and prepositions
  - linked by simple cohesive devices such as, and, but, then

**Specific information** may include:

- familiar words / phrases/ abbreviations:
  - place-related information such as meeting places, places of personal significance, places of cultural significance
  - time-related information such as, birthdays of friends and relatives, starting times of events, appointments, culturally significant times
  - vocabulary related to own interests, activities
  - abbreviations of personal significance
- numbers as whole numbers, simple fractions, decimals, and percentages:
  - dates and times
  - connected with money, such as costs associated with fares, entry costs, shopping
  - phone numbers of friends and relatives saved to note book or own personal phone bank
- familiar visuals, symbols and logos:
  - murals, graffiti, posters of personal relevance or interest
  - printed or digital map of local area of personal significance
  - interactive maps of retail outlets in immediate area

**Sources of text** may include:

- educational / recreational / leisure organisations
- medical / pharmaceutical / dental suppliers
- product designers
- magazines
- advertisers
- friends and other personal contacts
- simple fiction

**Predictions** may be based on:

- prior knowledge of the context
- personal experience
- prior knowledge of aspects of the text such as layout
- title and other visual clues on cover

**Reading strategies** may include:

- meaning-making strategies:
  - drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
  - drawing on knowledge of letter-sound relationships, syntactic and semantic cues to maintain meaning when reading
  - making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or digital texts
  - making connections between own knowledge and experience and the purpose of texts
  - differentiating between fact and fiction
  - comparing and contrasting information between similar texts
  - self-correcting when meaning is lost by re-reading
  - drawing on an expanding bank of known words and phrases including those related to the immediate environment
  - asking questions to clarify meaning, recognising meaning of conventional sentence punctuation such as commas and quotation marks
- de-coding strategies:
  - using word attack skills such as phonics (letter-sound combinations, syllables, recognition of prefixes, suffixes, common stems).

**Effectiveness** of the text is evaluated in terms of:

- whether the texts meet the needs of the reader
- own knowledge and experience
- purposes of the texts
- features such as graphics or visuals

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read and interpret information in a minimum of 2 personally relevant, simple and familiar text types, one of which must be paper based and the other web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a limited range of simple, personally relevant digital and paper based texts
- communication technology as required

At this level the learner may:

- need time to read, reread and decode text
- depend on a personal dictionary
- work with an expert/mentor where support is available if requested

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- direct observation of the learner locating and interpreting information in, and making meaning of simple paper based and digital texts
- oral or written questioning to assess knowledge of the purpose and features of different personally relevant text types
- verbal information from the learner describing the meaning and effectiveness of the selected texts



<b>Unit Code</b>	<b>VU22361</b>
<b>Unit Title</b>	<b>Engage with simple texts for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and web based text types for learning purposes. Learners at this level may request support and begin to develop their own support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners seeking to improve their reading skills in order to access educational participation options. Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22366 Create simple texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22360 Engage with simple texts for personal purposes</i> and <i>VU22365 Create simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 specific information in simple paper based and web based text types relevant to the learning environment	<p>1.1 Identify a limited range of <b><i>simple, learning related text types</i></b></p> <p>1.2 Recognise <b><i>features of text types</i></b></p> <p>1.3 Identify <b><i>specific information</i></b> in the texts</p>
2 Read and interpret simple explicit paper based and web based texts relevant to the learning environment	<p>2.1 Identify <b><i>sources of texts</i></b></p> <p>2.2 <b><i>Predict</i></b> the purpose of the texts</p> <p>2.3 Use a range of <b><i>strategies</i></b> to interpret the texts</p> <p>2.4 Identify key information in texts</p>

## 2.5 Determine the **effectiveness** of the texts in terms of meeting their purpose

### Required Knowledge and Skills

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

Required Knowledge:

- how basic punctuation impacts on meaning
- reading strategies to engage with paper based and web based texts
- different purposes of text types

Required Skills:

- literacy skills to:
  - critically read texts which have predictable structure and familiar vocabulary to make meaning
  - get the gist of texts which have more unfamiliar elements to interpret information
  - use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use of word attack skills
  - make connections between own knowledge and experience and the purpose and structure of texts
  - use decoding strategies such as phonic and visual letter patterns to identify unknown words
  - follow non-linear web based texts to gain information
- technology skills to navigate web based text to locate simple information

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Simple learning related text types*** may include:

- simple familiar texts with clear purpose and familiar vocabulary
- web based, printed, handwritten and visual texts:
  - sections of formatted texts for example enrolment forms, student card
  - student services available, list of courses
  - diagrammatic texts such as map of classrooms and facilities, calendars and diaries, evacuation plan
  - instructional texts such as teaching and learning texts in the classroom, workbooks, model texts, collaborative texts
  - learning plan, timetables, study plans, portfolio of work
  - messages such as SMS, email or handwritten from the teacher or fellow students, tweets
  - symbols related to facilities in the training organisation
  - notices

**Features of text types** may include:

- text structure with transparent organisation appropriate to text type:
  - informative texts with explicit navigation features such as, headings, site map/ menus
  - narrative texts with sequential prose: beginning, middle and end;
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses
  - information formatted into a table (one or two columns) such as timetable, teachers and room numbers
  - supporting visual material

**Specific information** may include:

- sentences with:
  - simple verb tenses and routine word order patterns
  - one or two clauses
  - adjectives, pronouns and prepositions
  - simple cohesive devices such as, and, but, then
- familiar predictable words / phrases/ abbreviations:
  - place-related information such as classroom, library, Independent Learning Centre, exit locations
  - time-related information such as, class times, availability of teachers, library hours, lunch time
  - those associated with personally relevant learning activities, such as names of courses / units being studied
  - vocabulary related to own learning activities
  - abbreviations related to learning centre and activities
- numbers as whole numbers, simple fractions, decimals, and percentages:
  - dates and times
  - money costs associated with enrolments, purchasing learning related resources, cost of photocopying
  - phone numbers of class mates saved to note book or own personal phone bank

**Sources of text** may include:

- training organisation
- teachers
- other learners
- web site

**Predict** may include:

- consideration of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout
  - visual clues from reading materials

**Reading strategies** include:

- meaning-making strategies:
  - drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
  - drawing on knowledge of syntactic and semantic cues to maintain meaning when reading
  - making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or digital texts
  - making connections between own knowledge and experience and the purpose of texts
  - comparing and contrasting information between similar texts
  - drawing on a bank of known words and phrases including those related to the immediate learning environment
  - following the left to right, top to bottom orientation of printed texts and digital texts
  - asking questions to clarify meaning
  - self-correcting when meaning is lost by re-reading
- de-coding strategies:
  - using word attack skills such as phonics (letter-sound combinations, syllables, recognition of prefixes, suffixes, common stems)

**Effectiveness** of the text is determined in terms of:

- whether the texts meet the needs of the reader
- own knowledge and experience
- purposes of the texts
- features such as graphics or visuals

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read, interpret and determine the effectiveness of information in a minimum of 2 simple and familiar text types relevant to learning, one of which must be paper based and the other web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a limited range of simple, personally relevant digital and paper based texts related to learning
- communication technology as required

At this level the learner may:

- need time to read, reread and decode text
- depend on a personal dictionary
- work with an expert/mentor where support is available if requested

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- direct observation of the learner applying reading strategies to locate and interpret information in, and making meaning of simple paper based and web based texts related to learning
- oral or written questioning to assess knowledge of the purpose and features of different text types related to learning needs
- oral information from the learner describing the meaning and effectiveness of the selected texts

<b>Unit Code</b>	<b>VU22362</b>
<b>Unit Title</b>	<b>Engage with simple texts for employment purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and web based text types for employment purposes. Learners at this level may request support and begin to develop their own support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners who are seeking develop a range of reading skills to improve their employment participation options. This unit is suitable for those in employment and those who aspire to employment.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22367 Create simple texts for employment purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22360 Engage with simple texts for personal purposes</i> and <i>VU22365 Create simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 specific information for employment purposes in simple paper based and web based texts	<p>1.1 Identify a limited range of <b><i>simple employment related text types</i></b></p> <p>1.2 Recognise <b><i>features of text types</i></b></p> <p>1.3 Identify <b><i>specific information</i></b> In the texts</p>
2 Read and interpret simple explicit paper based and digital texts	<p>2.1 Identify <b><i>source of texts</i></b></p> <p>2.2 <b><i>Predict</i></b> the purpose of the texts</p>

for employment  
purposes

- 2.3 Use a range of **reading strategies** to interpret the texts
- 2.4 Identify main ideas in the texts
- 2.5 Determine the **effectiveness of the texts** in terms of meeting their purpose

## Required Knowledge and Skills

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

Required Knowledge:

- how basic punctuation impacts on meaning
- reading strategies to engage with printed and digital texts
- different sources of employment texts
- different purposes or texts

Required Skills:

- literacy skills to:
  - critically read texts which have predictable structure and familiar vocabulary to make meaning
  - get the gist of texts which have more unfamiliar elements to interpret information
  - use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use word attack skills
  - make connections between own knowledge and experience and the purpose and structure of texts
  - use decoding strategies such as phonic and visual letter patterns to identify unknown words
  - follow simple non-linear digital texts to gain information
- technology skills to navigate web based text to locate simple information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Simple employment related text types** may include:

- simple familiar texts with clear purpose and familiar vocabulary
- web based, printed, handwritten and visual texts:
  - formatted texts requiring personal details, providing familiar information such as forms related to employment
  - notices from employment related agencies
  - notification of employment arrangement such as time and place of work
  - information about pay and / or entitlements
  - messages sent by email, SMS for example note for shift change over
  - work rosters
  - simple standard operating procedures
  - checklists of everyday routine items
  - safety signs and symbols
  - workplace maps
  - labels/tags
  - flowcharts
  - notices for example safety, social club, union
  - logos related to workplace or employment
  - charts and graphs such as pie-charts with production hours or line graphs showing outputs, safety days

**Features of text types** may include:

- text structure with transparent organisation appropriate to text type:
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - informative texts with explicit navigation features such as key headings
  - persuasive texts supported by visual material or numerical information
  - information formatted into a table of one or two columns, such as a checklist of equipment requirements for job, price list of components, table of benefits for employees
  - navigation features such as grids, arrows, dot points



**Specific information** may include:

- sentences:
  - simple verb tenses and routine word order patterns such as questions and instructions about familiar work matters
  - linked by simple cohesive devices such as, and, but, then
  - one or two clauses
  - containing adjectives, pronouns and prepositions
- familiar words / phrases/ abbreviations:
  - personal details of self or work activities
  - place-related information such as location of workplace
  - time-related information such as starting and finishing times, lunch time
  - vocabulary related to employment and particular workplaces
- numbers as whole numbers, simple fractions, decimals, and percentages:
  - dates and times
  - money such as costs associated with buying snacks, hourly rate, overtime award
  - phone numbers relevant to workplace saved to note book or own personal phone bank
  - counting and measuring units of production
  - numbers on graphs or charts
- familiar visuals, symbols and logos:
  - keyboard keys
  - icons such as ‘save’ ‘print’ icons on computer menu
  - axis in graph

**Sources of text** may include:

- employment agency
- workplace
- union
- peers

**Predict** may include:

- consideration of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout

**Reading strategies may include:**

- meaning-making strategies:
  - drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
  - drawing on knowledge of, syntactic and semantic cues to maintain meaning when reading
  - making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or electronic texts
  - making connections between own knowledge and experience and the purpose of texts
  - comparing and contrasting information between similar texts
  - self-correcting when meaning is lost by re-reading
  - recognising meaning of conventional sentence punctuation such as full stops, capital letters
  - drawing on a bank of known words and phrases including those related to the employment and / or immediate work environment
  - following the left to right, top to bottom orientation of printed texts and screen-based texts
  - asking questions to clarify meaning
- de-coding strategies:
  - using word attack skills such as phonics (letter-sound combinations, syllables, recognition of prefixes, suffixes, common stems)

**Effectiveness** is determined in terms of:

- meeting its purpose
- meeting the needs of the audience
- own knowledge and experience

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- Locate, read, interpret and determine the effectiveness of information in a minimum of 2 simple and familiar text types relevant to employment, one of which must be paper based and the other web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a limited range of simple, personally relevant web based and paper based texts relevant to employment
- communication technology as required

At this level the learner may:

- need time to read, reread and decode text
- depend on a personal dictionary
- work with an expert/mentor where support is available if requested

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- direct observation of the learner applying reading strategies to locate and interpret information in, and making meaning of simple paper based and web based texts related to employment
- oral or written questioning to assess knowledge of the purpose and features of different text types related to employment needs
- oral information from the learner describing the meaning and effectiveness of the selected texts
- portfolios containing samples of responses to texts
- on the job assessment of application of information to follow work rosters or simple flowcharts

<b>Unit Code</b>	<b>VU22363</b>
<b>Unit Title</b>	<b>Engage with simple texts to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with simple, familiar and predictable paper and web based text types for community participation purposes. Learners at this level may request support and begin to develop their own support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 2: 2.03, 2.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners seeking to improve their reading skills in order to improve their community participation options. Where application is as part of the Certificate I in General Education for Adults (Introductory) it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22368 Create simple texts to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22360 Engage with simple texts for personal purposes</i> and <i>VU22365 Create simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 specific information related to community in simple paper based and web based text types	<p>1.1 Identify a limited range of <b><i>simple community related text types</i></b></p> <p>1.2 Recognise <b><i>features of text types</i></b></p> <p>1.3 Identify <b><i>specific information</i></b> in the texts</p>
2 Read and interpret simple explicit paper based and web based	<p>2.1 Identify <b><i>source of texts</i></b></p> <p>2.2 <b><i>Predict</i></b> the purpose of the texts</p> <p>2.3 Use a range of <b><i>reading strategies</i></b> to interpret the texts</p>

texts related to  
community participation

2.4 Identify main ideas in the texts

2.5 Determine the **effectiveness of the texts** in terms of meeting their purpose

## Required Knowledge and Skills

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

Required Knowledge:

- how basic punctuation impacts on meaning
- reading strategies to engage with paper based and web based texts
- different purposes of texts

Required Skills:

- literacy skills to:
  - critically read texts which have predictable structure and familiar vocabulary to make meaning
  - get the gist of texts which have more unfamiliar elements to interpret information
  - use a range of reading strategies to draw on bank of key vocabulary of personally relevant words/ phrases and use word attack skills
  - make connections between own knowledge and experience and the purpose and structure of texts
  - use decoding strategies such as phonic and visual letter patterns to identify unknown words
  - follow non-linear web based texts to gain information
- technology skills to navigate screen based digital text to locate simple information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Simple community related text types** may include:

- simple familiar texts with clear purpose and familiar vocabulary
- web based, printed, handwritten and visual texts:
  - formatted texts requiring personal details for community participation such as a membership form or voter registration form, identity cards for a range of community service providers
  - brochures, community newsletters, information about local services
  - notices about community meetings
  - transport timetable
  - maps of local facilities
  - advertisements, leaflets about community matters
  - local newspaper headlines/ captions/ cartoons
  - visual texts such as signs and symbols related to community safety, community and public facilities in the immediate environment
  - diagrammatic texts such as council waste disposal instructions
  - messages: phone, email, SMS, sticky notes
  - community murals, artworks, graffiti

**Features of text types** may include:

- text structure with transparent organisation appropriate to text type:
  - narrative texts with sequential prose: beginning, middle and end such as in community newsletters;
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions or touch screens with icons
  - informative texts with explicit navigation features such as headings, site map/ menus about community services
  - persuasive texts supported by visual material, opinions expressed using sentences with simple verb tenses about community matters
  - explicit navigation features such as headings, table of contents, site map/ menus columns in a table (one or two columns such as a transport timetable)

**Specific information** may include:

- sentences:
  - simple verb tenses and routine word order pattern ,
  - one or two clauses linked by simple cohesive devices
  - such as: and, but, then
  - containing adjectives, pronouns and prepositions
- familiar words / phrases/ abbreviations:
  - place-related information such as community venues, government service offices, educational facilities, recreation and leisure facilities
  - time-related information such as starting times of events, appointments
  - vocabulary related to community environment
- numbers as whole numbers, simple fractions, decimals, and percentages:
  - dates and times for community events
  - place-related information
  - money such as costs associated with fares, entry costs, shopping
  - phone numbers relevant to local community saved to note book or own personal phone bank
  - comparing costs
- familiar visuals, symbols and logos:
  - local service providers
  - retail outlets in immediate environment

**Sources of text** may include:

- community group
- council
- government department
- local newspaper
- advertising company
- political party

**Predict** may include:

- consideration of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout
  - visual cues

**Reading strategies** may include:

- meaning-making strategies:
  - drawing on non-linguistic support such as illustrations, diagrams, photos, symbols, colours, layout
  - drawing on knowledge of syntactic and semantic cues to maintain meaning when reading
  - making connections between own knowledge and experience, and the ideas, events and information in spoken, written, pictorial or electronic texts
  - making connections between own knowledge and experience and the purpose of texts
  - drawing on a bank of known words and phrases including those related to the immediate work environment
  - asking questions to clarify meaning
  - self-correcting when meaning is lost by re-reading
  - de-coding strategies:
    - using word attack skills such as phonics (letter-sound combinations and relationships, syllables, recognition of prefixes, suffixes, common stems)
    - following the left to right, top to bottom orientation of printed texts and screen-based texts

**Effectiveness of the text** is determined in terms of:

- whether the texts meet the needs of the reader
- own knowledge and experience
- purposes of the texts
- features such as graphics or visuals

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- Locate, read, interpret and determine the effectiveness of information in a minimum of 2 simple and familiar text types from the local community, one of which must be paper based and the other web based



**Context of and specific resources for assessment**

Assessment must ensure access to :

- a limited range of simple, personally relevant digital and paper based texts drawn from the learner's local community
- communication technology as required

At this level the learner may:

- need time to read, reread and decode text
- depend on a personal dictionary
- work with an expert/mentor where support is available if requested

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- direct observation of the learner applying reading strategies to locate and interpret information in, and making meaning of simple paper based and web based texts drawn from the community
- oral or written questioning to assess knowledge of the purpose and features of different text types related to community participation needs
- oral information from the learner describing the meaning and effectiveness of the selected texts

<b>Unit Code</b>	<b>VU22364</b>
<b>Unit Title</b>	<b>Participate in simple spoken interactions</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to participate in simple, familiar interactions in a limited range of predictable contexts. Learners at this level may request support and begin to develop their own support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication at Level 2: 2.07, 2.08.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their oral communication skills for personal, community, learning or employment purposes.</p> <p>Where application is as part of the Certificate I in General Education for Adults (Introductory), it is strongly recommended that application is integrated with the delivery and assessment of core units such as <i>VU22360 Engage with simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Engage in simple spoken exchanges	<p>1.1 Identify the <b><i>purpose</i></b> and <b><i>audience</i></b> of the exchange</p> <p>1.2 Provide <b><i>key information</i></b> related to the exchange</p> <p>1.3 Sequence simple information and ideas</p> <p>1.4 Ask questions to clarify information</p> <p>1.5 Take turns to maintain the exchange</p> <p>1.6 Monitor the exchange to determine need for repetition or further information</p>
2. Respond to simple spoken texts in a familiar context	<p>2.1 Identify purpose and audience for the <b><i>spoken texts</i></b></p> <p>2.2 Identify key information in texts</p> <p>2.3 Ask simple questions to clarify meaning in texts</p>

## 2.4 Determine the ***effectiveness of the texts***

### Required Knowledge and Skills

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

Required Knowledge:

- simple vocabulary related to the exchange
- non-verbal communication techniques to support the exchange
- differences between formal and informal registers
- common openings and closings in exchanges
- simple strategies to maintain simple exchanges

Required Skills:

- oral communication skills to:
  - use simple sentences with simple verb tenses
  - provide an opinion about the interaction
  - produce mostly intelligible pronunciation
- literacy skills to use basic grammatical structures such as adjectives and pronouns
- problem solving skills to link personal experiences to the topic of the exchange

### 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:

- express an opinion about a topic
- provide an explanation of a process or procedure
- give instructions about a process
- follow instructions
- recount or plan an event

***Audience*** may include

- peers
- community members

***Key information*** may include:

- times/dates
- places
- people
- events
- instructions / requests

**Spoken texts** may include:

- instructions for a familiar activity
- radio program
- meeting
- informative texts about a topic

**Effectiveness of the texts** may include:

- whether the texts meet the needs of the listener
- whether the texts have a clear purpose
- use of non-verbal communication to convey meaning

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- participate in and maintain simple oral interactions using appropriate communication skills and strategies to provide information and respond to spoken texts

**Context of and specific resources for assessment**

Assessment must ensure access to:

- learners or others to participate in oral exchanges.

At this level the learner:

- may request support from an expert/mentor

### Use of non-standard English

Students may speak non-standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the unit outcomes

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- direct observation of the learner participating in spoken exchanges
- verbal questioning to assess learner's knowledge of simple strategies to clarify information

<b>Unit Code</b>	<b>VU22365</b>
<b>Unit Title</b>	<b>Create simple texts for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create simple, familiar and predictable handwritten and digital text types for personal purposes. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their personal written communication skills. The unit provides the learner with the skills and knowledge necessary to create simple texts with a personal context and purpose.</p> <p>Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of <i>VU22360 Engage with simple texts for personal purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22363 Engage with simple texts to participate in the community</i> and <i>VU22368 Create simple texts to participate in the community</i></p>
<b>Element</b>	<b>Performance Criteria</b>
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 simple text types relevant to personal need	<p>1.1 Explore a limited range of <b>text types</b></p> <p>1.2 Identify the <b>purpose</b> and <b>audience</b> of the selected range of text types</p> <p>1.3 Recognise the <b>features of selected text types</b></p>
2 Prepare simple digital and hand written texts for personal use	<p>2.1 Confirm the purpose and audience for the texts</p> <p>2.2 Select the <b>appropriate format</b> for each text</p> <p>2.3 Prepare the <b>content</b></p>

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|--|--|
| 3 Produce simple digital and hand written personal texts | 3.1 Arrange the features of the texts to meet the relevant purpose |
|  | 3.2 <b>Review</b> the draft texts with a support person            |
|  | 3.3 Complete the final draft of each text according to the review  |

## Required Knowledge and Skills

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

### Required Knowledge:

- stages or processes of writing including planning, drafting and editing
- knowledge of punctuation conventions of sentence writing

### Required Skills:

- literacy skills to use:
  - grammatically correct simple sentence structure
  - upper and lower case letters consistently
  - beginning ability to structure text
  - use developing ability to link ideas using simple conjunctive devices such as “and” and “but”
  - familiar letter patterns for spelling
- problem solving skills to identify audience and purpose of texts and use appropriate language

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Simple text types** may include:
- simple familiar texts with clear purpose and familiar vocabulary
  - electronic, printed and texts containing visual elements:
    - SMS, tweets, email or hand written notes, cards to family members or friends
    - narrative texts such as own personal history, simple / illustrated short story, simple diary entries
    - expressive text such as poetry, songs
    - informative texts such as blogs
    - procedural texts such as shopping lists, reminders, ,
    - visual texts such as digital stories, posters
    - formatted texts, such as surveys, competition forms, raffle tickets

**Purpose** may include:

- participation in leisure activities
- gaining access to goods and services

**Audience** may include:

- self
- immediate family
- friends
- goods and service provider
- government agency

**Appropriate format** may include:

- size of words and visuals
- place of colour, symbols
- digital story
- PowerPoint presentation

**Features of selected text types** may include:

- transparent organisation of text structure appropriate to text type:
  - narrative texts with sequential prose: beginning, middle and end
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - informative texts with explicit navigation features such as headings, site map/ menus
  - persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses
  - spacing, headings, alphabetical, numerical listings
  - information formatted into a table such as a catalogue of personal items
  - chronological sequenced prose
  - a number of simple sentences linked by simple cohesive devices such as 'and', 'but', 'then'
  - navigation features such as grids, arrows, dot points
  - left to right and top to bottom orientation
- sentences:
  - with simple verb tenses and routine word order patterns
  - of one or two clauses
  - containing adjectives, pronouns and prepositions
  - using conventions such as punctuation and capitalisation including for the personal pronoun I, upper and lower case, full stop, writing on the line)
- familiar words / phrases:
  - own personal details
  - relating to family and familiar others such as names
  - place-related and time-related information such as date and place of birth
  - those associated with personally relevant education, recreation and leisure activities
  - those associated with giving opinions, expressing ideas and feelings
  - commonly used words/ phrases simple diagrams such as a hand drawn map
- numbers as whole numbers and familiar fractions:
  - time-related information such as dates of birthdays, years
  - place-related information
  - connected with money, personal banking,
  - counting and measuring
  - phone numbers of friends and relatives
- familiar visuals:
  - photographs
  - symbols



- logos
- posters
- murals

**Content** may include:

- using a range of words / phrases / simple sentences which may be copied from a model text:
  - “Put cat out. Lock door.”
- commonly used symbols and icons such as @ for “at”
- SMS such as “Gr8 game” / “Home @ 6”
- commonly used words from the immediate environment

**Review** may include:

- support from the teacher, peers and / or another support person, as often as is required for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose and audience
  - clarity of message
  - appropriateness of layout, register
  - effectiveness of layout features

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of personally relevant text types
- produce one digital and one hand written simple, personally relevant text

**Context of and specific resources for assessment**

Assessment must ensure:

- access to personally relevant text types drawn from the learner's immediate environment

At this level, the learner may:

- work with an expert / mentor where support is available if requested
- require additional time to complete written tasks
- depend on a personal dictionary

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may apply to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner planning, drafting and editing simple personally relevant hand written and digital texts
- portfolio of hand written and digital texts produced by the learner
- oral or written questioning to confirm knowledge of the purpose and audience of a range of personally relevant text types

<b>Unit Code</b>	<b>VU22366</b>
<b>Unit Title</b>	<b>Create simple texts for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create simple, familiar and predictable handwritten and digital text types for learning purposes. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their personal written communication skills. The unit provides the learner with the skills and knowledge necessary to create simple texts with a learning context and purpose. Where application is as part of the Certificate I in General Education for Adults (Introductory), it is strongly recommended that application is integrated with the delivery and assessment of <i>VU22361 Engage with simple texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22360 Engage with simple texts for personal purposes</i> and <i>VU22365 Create simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
<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 simple text types relevant to own learning needs	<p>1.1 Explore a range of <b><i>simple text types</i></b></p> <p>1.2 Relate the <b><i>purpose</i></b> of the texts to own learning need</p> <p>1.3 Identify the key <b><i>features of selected text types</i></b></p>
2 Produce a simple learning related hand written text	<p>2.1 Confirm the purpose of the paper based text</p> <p>2.2 Select the <b><i>appropriate format</i></b></p> <p>2.3 Plan and sequence the <b><i>content</i></b></p> <p>2.4 Arrange the features of the text to meet the purpose</p>

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|   | 2.5  | <b>Review</b> the draft text and make any adjustments to the final text as required |
| 3 | Produce a simple learning related digital text |   |
|   | 3.1  | Confirm the purpose of the digital text   |
|   | 3.2  | Select the appropriate format   |
|   | 3.3  | Plan and sequence the content   |
|   | 3.4  | Arrange the features of the text to meet the purpose                                |
|   | 3.5  | Review the draft text and make any adjustments to the final text as required        |

## Required Knowledge and Skills

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

Required Knowledge:

- stages or processes of writing including planning, drafting and editing
- punctuation conventions of sentence writing

Required Skills:

- literacy skills to demonstrate:
  - beginning ability to structure text
  - consistent use of upper and lower case letters
  - developing ability to link ideas using simple conjunctive devices such as “and” and “but”
  - grammatically correct simple sentence structure
  - use of familiar letter patterns for spelling
- problem solving skills to identify audience and purpose of hand written and digital texts and use appropriate language

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Simple text types** may include:
- simple familiar texts with clear purpose and familiar vocabulary
  - electronic, printed and texts containing visual elements:
    - self-assessments
    - tables to be completed
    - study plans
    - SMS, tweets, email and / or handwritten messages to the teacher, fellow students
    - simple blog or wiki post
    - checklists
    - charts / posters
    - workbooks such as self-paced activities
    - journal
    - labels / diagrams with labels
    - notes copied from another source such as whiteboard, teacher talk
    - texts for Read-Cover-Remember-Retell
    - texts from the study environment such as tests, exercises
    - study related prose texts such as report with headings
    - digital stories

**Features of selected text types** may include:

- transparent organisation of text structure appropriate to text type:
  - narrative texts with sequential prose: beginning, middle and end;
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - informative texts with explicit navigation features such as headings, site map / menus
  - persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses
  - spacing, headings
  - information formatted into a one or two columns table such as wordlists with definitions
  - chronologically sequenced prose
  - navigation features such as grids, arrows, dot points, highlighted links
  - left to right and top to bottom orientation
- sentences:
  - with simple verb tenses and routine word order patterns (subject verb object), e.g. a journal entry of one or two sentences
  - of one or two clauses
  - using adjectives, pronouns and prepositions to write about familiar people, places, things and events time/ location markers
  - with a limited range of simple cohesive devices such as and, but, then to sequence writing
  - using conventions of punctuation and capitalisation including for the personal pronoun I, upper and lower case, full stop, writing on the line
  - simple sentences linked by simple cohesive devices, such as 'and', 'but', 'then'
- simple words / phrases:
  - related to homework, tasks for learning
  - associated with giving an opinion, expressing ideas
- numbers as whole numbers and familiar fractions:
  - time-related information such as dates of courses
  - place-related information such as locations within the educational institution
  - connected with money such as course fees or organising an excursion
  - phone numbers
  - related to simple charts, tables or surveys
- visuals:
  - photographs
  - symbols

- logos
- drawings
- simple diagrams
- abbreviations
- ticks, circles, underlining

**Purpose** may include:

- collecting and / or providing information
- recording information
- organising information for regular reference
- organising time
- mnemonic purposes

**Appropriate format** may include:

- printed or cursive written
- word processed
- text message:
  - use of punctuation
  - abbreviations
- size of words and visuals
- place of colour, symbols
- layout on page
- organisational features:
  - alphabetical, numerical listings
  - spacing
  - headings
  - other markers such as symbols
- upper and / or lower case

**Content** may include:

- words / phrases which may be copied from a model text:
  - response to a series of questions to provide an opinion
  - homework tasks
- commonly used symbols and icons
- commonly used words from the learning environment

**Review** may include:

- support from the teacher, peers and / or another support person, as often as is required for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / message
  - appropriateness of layout / register

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of learning related text types
- produce one digital and one hand written simple, learning related text

### Context of and specific resources for assessment

Assessment must ensure:

- access to real time or class specific opportunities to create digital learning related texts such as a blog, wiki or electronic discussion board
- access to learning related text types drawn from the learner's immediate environment which may include formatted and unformatted sections

At this level, the learner may:

- work with an expert / mentor where support is available if requested
- require additional time to complete written tasks
- depend on a personal dictionary

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.



**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner planning, drafting and editing simple learning related handwritten and digital texts
- portfolio of hand written and digital texts produced by the learner
- oral or written questioning to confirm knowledge of the purpose and audience of a range of learning related text types

<b>Unit Code</b>	<b>VU22367</b>
<b>Unit Title</b>	<b>Create simple texts for employment purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create simple, familiar and predictable handwritten and digital text types for employment purposes. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their personal written communication skills. The unit provides the learner with the skills and knowledge necessary to create simple texts with an employment context and purpose.</p> <p>Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of <i>VU22362 Engage with simple texts for employment purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22360 Engage with simple texts for personal purposes</i> and <i>VU22365 Create simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 simple employment related text types	<p>1.1 Explore a limited range of <b><i>simple employment related text types</i></b></p> <p>1.2 Identify the <b><i>purpose</i></b> and <b><i>audience</i></b> of the texts</p> <p>1.3 Identify the <b><i>features</i></b> of selected texts</p>
2 Produce a simple employment related hand written text	<p>2.1 Confirm the purpose and audience of the hand written text</p> <p>2.2 Select the <b><i>appropriate format</i></b></p>

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|   | 2.3  | Plan and sequence the <b>content</b>  |
|   | 2.4  | Arrange the features of the text to meet the purpose                                |
|   | 2.5  | <b>Review</b> the draft text and make any adjustments to the final text as required |
| 3 | Produce a simple employment related digital text |   |
|   | 3.1  | Confirm the purpose of the digital text   |
|   | 3.2  | Select the appropriate format   |
|   | 3.3  | Plan and sequence the content   |
|   | 3.4  | Arrange the features of the text to meet the purpose                                |
|   | 3.5  | Review the draft text and make any adjustments to the final text as required        |

### Required Knowledge and Skills

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

Required Knowledge:

- stages or processes of writing including planning, drafting and editing
- punctuation conventions of sentence writing

Required Skills:

- literacy skills to demonstrate:
  - beginning ability to structure text
  - consistent use of upper and lower case letters
  - developing ability to link ideas using simple conjunctive devices such as “and” and “but”
  - grammatically correct simple sentence structure
  - use of familiar letter patterns for spelling
- problem solving skills to identify audience and purpose of paper based and digital texts and use appropriate language

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Simple employment related text types** may include:

- simple familiar texts with clear purpose and familiar vocabulary
- electronic, printed and texts containing visual elements:
  - formatted workplace texts requiring personal details, providing familiar information such as pre-operation checklists, WorkCover, leave forms, tax forms, induction checklists
  - forms such as roster, timesheets, OHS / WHS incident reports, fault reports, petty cash
  - signs, notices
  - email and / or handwritten messages
  - short memos
  - warning notices

**Purpose** may include:

- collection of information
- compliance / legal / OHS/ WHS requirements
- participation in workplace training
- communication of information related to storage, location of products and resources, health and safety
- communication of instructions or warnings:
- change of roster notification

**Audience** may include:

- fellow workers
- immediate superior
- workers in another section
- clients / customers
- visitors / contractors

**Features** may include:

- transparent organisation of text structure appropriate to text type:
  - short narrative texts with sequential prose: beginning, middle and end
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - informative texts with explicit navigation features such as headings, site map/ menus
  - spacing, headings, alphabetical, numerical listings
  - information formatted into a one or two column table such as checklist of equipment requirements for job, price list of components
  - a number of simple sentences linked by simple cohesive devices such as and, but, then
  - navigation features such as grids, arrows, dot points
  - left to right and top to bottom orientation
- sentences:
  - with simple verb tenses and routine word order patterns, such as questions and instructions about familiar work matters, one or two sentences to describe events
  - of one or two clauses
  - containing adjectives, pronouns and prepositions
  - using conventions such as punctuation and capitalisation including for the personal pronoun I, upper and lower case
- familiar words / phrases:
  - personal details of self and other work colleagues
  - place-related information such as location of work, workplace
  - time-related information such as starting time, lunch time, finishing time
  - technical vocabulary related to the workplace
- numbers as whole numbers and familiar fractions:
  - dates and times
  - place-related information
  - connected with money
  - phone numbers relevant to workplace saved to note book or own personal phone bank
  - counting, sorting and measuring units of production/ materials
- abbreviations:
  - M / F
  - N / A
  - e.g.

- OHS / WHS, HAZCHEM
- well-known visuals, symbols and logos:
  - logo of workplace
  - symbols/ tags related to safe use of machinery
  - HAZCHEM symbols
  - photos
  - posters
  - maps / diagrams
  - in multimodal texts / writing such as speech, graphics and moving images
- charts and graphs
  - pie-charts to show production hours
  - line graphs to show outputs, safety days

**Appropriate format** may include:

- handwritten, word processed
- printed or online
- data entry in a database
- size of words and visuals
- place of colour, symbols, capitalisation

**Content** may include:

- words / phrases / simple sentences which may be copied from a simple, model employment related text
- commonly used workplace abbreviations, symbols and icons
- commonly used words from the immediate workplace environment

**Review** may include:

- with support from the teacher, by peers, by another support person:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / message
  - appropriateness of layout, register
  - effectiveness of layout features

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of employment related text types
- produce one digital and one hand written simple, employment related text

**Context of and specific resources for assessment**

Assessment must ensure:

- access to simple employment related text types and texts which may include formatted and unformatted sections

At this level, the learner may:

- work with an expert / mentor where support is available if requested
- require additional time to complete written tasks
- access a personal dictionary

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner planning, drafting and editing simple employment related hand written and digital texts
- portfolio of hand written and digital texts produced by the learner
- oral or written questioning to confirm knowledge of the purpose and audience of a range of learning related text types

<b>Unit Code</b>	<b>VU22368</b>
<b>Unit Title</b>	<b>Create simple texts to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create simple, familiar and predictable handwritten and digital text types for community participation purposes. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 2: 2.05, 2.06.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their writing skills to enable greater access to and participation in community activities. The 'community' can have a range of definitions, depending on the learner's situation and may signify the local environment in the case of rural or regional learners..</p> <p>Where application is as part of the <i>Certificate I in General Education for Adults (Introductory)</i>, it is strongly recommended that application is integrated with the delivery and assessment of <i>VU22363 Engage with simple texts to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22360 Engage with simple texts for personal purposes</i> and <i>VU22365 Create simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 simple community related text types	<p>1.1 Explore a range of <b><i>simple community related text types</i></b></p> <p>1.2 Identify the <b><i>purpose</i></b> and <b><i>audience</i></b> of the texts</p> <p>1.3 Identify the <b><i>key features</i></b> of the texts</p> <p>2.1 Confirm the purpose and audience of the <b><i>hand written text</i></b></p>



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|--|---|
| 2 Produce a simple community related hand written text | 2.2 Select the <b>appropriate format</b>  |
|  | 2.3 Plan and sequence the <b>content</b>  |
|  | 2.4 Arrange the features of the text to meet the purpose                                |
|  | 2.5 <b>Review</b> the draft text and make any adjustments to the final text as required |
| 3 Produce a simple community related digital text      | 3.1 Confirm the purpose and audience of the digital text                                |
|  | 3.2 Select the appropriate format   |
|  | 3.3 Plan and sequence the content   |
|  | 3.4 Arrange the features of the text to meet the purpose                                |
|  | 3.5 Review the draft text and make any adjustments to the final text as required        |

### Required Knowledge and Skills

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

Required Knowledge:

- stages or processes of writing including planning, drafting and editing
- punctuation conventions of sentence writing

Required Skills:

- literacy skills to demonstrate:
  - beginning ability to structure text
  - consistent use of upper and lower case letters
  - developing ability to link ideas using simple conjunctive devices such as “and” and “but”
  - grammatically correct simple sentence structure
  - use of familiar letter patterns for spelling
- problem solving skills to identify audience and purpose of paper based and digital texts and use appropriate language

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Simple community related text types** may include:

- simple familiar texts with clear purpose and familiar vocabulary
- electronic, printed, handwritten and visual texts
  - notices such as garage sale, lost dog, school picnic
  - posters for a community event
  - calendar/ diary entry
  - forms such as library card application, raffle tickets, registration of pets, login registration on websites, registering to vote, census
  - phone, email, SMS, tweeted messages
  - notes / letters such as to child's teacher
  - survey / feedback forms
  - items in newsletters such as ads, personal notices
  - menu for community activity
  - instructions such as checklist for locking up a community hall
  - informational text for a club webpage
  - presentation such as PowerPoint to convey the main aims of a community group

**Purpose** may include:

- invitation or advertising for an event, meeting, community activity
- advertising something for sale
- providing information or opinions on community issues
- collecting information
- voting
- gaining access to services
- requesting information or action

**Audience** may include:

- local council
- sporting group
- community group
- local library

**Key features** may include:

- transparent organisation of text structure appropriate to text type:
  - narrative texts with sequential prose: beginning, middle and end;
  - procedural texts with a small number of sequentially ordered dot points or numbered instructions
  - informative texts with explicit navigation features such as headings, site map/ menus
  - persuasive texts supported by visual material, opinion expressed using sentences with simple verb tenses
  - spacing, headings, alphabetical, numerical listings,
  - information formatted into a table such as roster of duties for stall at school fete
  - a number of simple sentences linked by simple cohesive devices such as and, but, then
  - navigation features such as grids, arrows, dot points
  - left to right and top to bottom orientation
- sentences:
  - with simple verb tenses and routine word order patterns, such as questions and instructions about familiar community matters
  - of one or two clauses
  - containing adjectives, pronouns and prepositions
  - using conventions such as punctuation, capitalisation including for the personal pronoun I, upper and lower case, writing on the line
- familiar words / phrases:
  - own personal details
  - place-related information such as addresses
  - names of community facilities and service providers in the immediate area
  - those associated with personally relevant education, recreation and leisure activities
  - commonly used words/ phrases
- numbers as whole numbers and familiar fractions:
  - time-related information such as holiday programs
  - place-related information, such as street addresses
  - counting and measuring such as a simple budget for a community activity
  - phone numbers
- visuals:
  - simple diagrams such as hand drawn map of local area with community facilities marked, layout for a festival / school fete
  - photographs

- symbols
- logos

**Appropriate format** may include:

- electronic communication such as email or SMS
- handwritten / word processed
- poster / flyer
- diagrams, visuals

**Content** may include:

- information to complete an application for:
  - library card
  - community volunteering
- request for local council service
- instructions for an activity

**Review** may include:

- with support from the teacher, by peers, by another support person, by community members:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / message
  - appropriateness of layout, register
  - effectiveness of layout features

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a limited range of community related text types
- produce one digital and one hand written simple, community related text

**Context of and specific resources for assessment**

Assessment must ensure:

- access to simple community related text types and texts which may include formatted and unformatted sections

At this level, the learner may:

- work with an expert / mentor where support is available if requested
- require additional time to complete written tasks
- depend on a personal dictionary

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may apply to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner planning, drafting and editing simple community related hand written and digital texts
- portfolio of hand written and digital texts produced by the learner
- oral or written questioning to confirm knowledge of the purpose and audience of a range of community related text types

<b>Unit Code</b>	<b>VU22369</b>
<b>Unit Title</b>	<b>Work with simple numbers and money in familiar situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks. This involves the recognition, comparison and simple one-step calculations with money, whole numbers and simple everyday fractions, decimals and percentages which are part of the learners' normal routines and activities such as shopping, recreational activities and routine work related calculations or purchases. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 &amp; 2.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and compare whole numbers and money into the thousands in simple, familiar situations           | 1.1 Identify <b>place value concepts</b> in <b>whole numbers</b> into the thousands<br>1.2 Express whole numbers orally and write them as numerals and words<br>1.3 Order and compare whole numbers into the thousands<br>1.4 Read, write, interpret and compare numbers related to money in <b>simple, familiar situations</b>  |
| 2 Identify and compare simple everyday fractions, decimals and percentages, in simple, familiar situations | 2.1 Identify <b>simple everyday fractions, decimals and percentages</b> in simple, familiar situations, express them orally and write them as numerals<br>2.2 <b>Order and compare</b> simple everyday unit fractions, decimals and percentages  |
| 3 Perform simple, one-step calculations with numbers and money into the thousands                          | 3.1 Perform <b>simple, one-step calculations</b> of +, −, ×, and ÷ with whole numbers and money in simple, familiar situations<br>3.2 Interpret and use simple everyday fractions, decimals and percentages to perform simple, one-step calculations with numbers and money into the thousands<br>3.3 <b>Estimate and roughly check</b> the results of calculations in relation to the context |

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning
- place value of whole numbers into the thousands
- techniques used to make estimations and check results of calculations
- understanding of operations of addition (+), subtraction (−) , simple multiplication (×) or simple division (÷) and the words and symbols associated with them

### Required Skills:

- literacy and oracy skills to read, write and say whole numbers, simple fractions and familiar words associated with numbers and money
- numeracy skills to identify and use the value of coins and notes

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Place value concepts*** refer to:
- place value concepts for whole numbers into the thousands
- Whole numbers*** should be:
- relevant and appropriate to the learner and should be known in both numeral and word form
- Simple, familiar situations*** may include:
- identifying and comparing numbers in:
    - household bills
    - advertising leaflets or catalogues
    - simple pricelists
    - sports results
    - workplace parts lists
  - relevant and simple texts and information from newspapers or the internet
  - identifying and comparing values on packaging, equipment, tools
- Simple everyday fractions, decimals and percentages*** refers to:
- decimals mainly related to money and only to two decimal places
  - fractions such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{3}{4}$ ,  $\frac{1}{10}$
  - 10% as it relates to the GST if appropriate and its equivalence to  $\frac{1}{10}$
  - equivalence of common percentages such as 25% and  $\frac{1}{4}$ , and 50% and  $\frac{1}{2}$
  - comparing only unit fractions with a numerator of 1
- Order and compare*** refers to:
- ordering and comparing like forms with like only:
    - unit fractions with unit fractions, decimals with decimals and percentages with percentages
  - comparison between different forms only in terms of equivalence of common percentages and fractions such as 25% and  $\frac{1}{4}$ , and 50% and  $\frac{1}{2}$



**Simple, one-step calculations**  
refers to:

- just one operation chosen from +, −, simple × or simple division ÷
- simple multiplication in terms of multiplying by whole numbers up to and including 10
- division by small whole numbers such as 2, 3, 4, 5 or 10, such as calculations for sharing an amount between 2 or 4 people or as it relates to interpreting  $\frac{1}{2}$  or a  $\frac{1}{4}$  of an amount – if the amount to be divided (dividend) is more complex (e.g.  $\$59.95 \div 3$ ) then a calculator should be used
- fraction calculations of whole number amounts only to be for common unit fractions and as above - division by small whole numbers such as 2, 3, 4, 5 or 10
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality – knowledge of formal rounding off rules are not required
- calculations may be done in an idiosyncratic manner, using familiar ‘in head’ methods where appropriate (e.g. × or ÷ by 2, 10), with or without the use of concrete aids, real money, or a calculator

**Estimate and roughly check**  
refers to:

- results being checked, using rough estimates based on prior and personal knowledge of the context and responses which can be supported by teacher prompting

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use the concept of place value and the associated language of numbers to recognise, compare and talk about numbers and money into the thousands
- say and write numbers and money into the thousands as numerals and as words
- identify and compare simple everyday fractions, decimals and percentages
- undertake simple operations of +, −, simple × or simple division ÷ with whole numbers and money into the thousands and make rough estimates of results in familiar situations

**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant, familiar and personal contexts and materials where the maths content is explicit

At this level, the learner:

- can use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- may work with an expert/mentor where support is available if requested.
- can use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner recognising money and numbers related to simple familiar situations
- portfolio of completed simple one step calculations of  $+$ ,  $-$ ,  $\times$ , and  $\div$  with whole numbers and money into the thousands
- oral or written questioning to assess knowledge of techniques to roughly estimate and the ability to communicate whole numbers, simple fractions and familiar words associated with numbers and money verbally and / or in writing



<b>Unit Code</b>	<b>VU22370</b>
<b>Unit Title</b>	<b>Work with simple measurements in familiar situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to perform simple numeracy tasks involving measurement estimations and measurements which are part of the learners' familiar routines and activities such as shopping, cooking, work related measures and reading and telling the time. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 &amp; 2.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Measure and estimate common quantities	1.1 Recognise and appropriately use <b><i>common units of metric measurement</i></b> and their abbreviations in <b><i>familiar situations</i></b>

using simple, familiar units	1.2	Use <b>common words</b> for comparing measurements
	1.3	Estimate measures of <b>common quantities</b>
	1.4	Measure common quantities using appropriate <b>simple measuring instruments</b> graduated in familiar units
2 Use and interpret time in simple, familiar situations	2.1	Read and use both <b>analogue and digital time measuring devices</b> , including for am/pm
	2.2	Read, write, interpret and compare <b>numbers and words related to time</b> in familiar situations including half and quarter hours
	2.3	Read and use <b>familiar dates</b> from both hard copy and electronic calendars

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in measurement contexts and materials such as on tools and packaging
- whole numbers, simple fractions and the language associated with measurement and time
- abbreviations associated with measurement and time
- common units of metric measurement and time and their appropriate use

### Required Skills:

- communication and literacy skills to read familiar texts containing common measurements such as a simple recipe
- ability to use simple measuring tools and time devices.

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Common units of metric measurement** may include:

- kilograms
- metres / centimetres / millimetres
- litres / millilitres
- degrees Celsius
- Volts

**Familiar situations** may include:

- reading and interpreting measures on:
  - advertising leaflets, notices, signs, simple recipes, food and drink packaging, workplace documents
  - cooking, gardening, building
- reading opening hours, timesheet hours

**Common words** may include:

- long/short
- big/small
- thick/thin
- short/tall
- the same as / half / double / quarter

**Estimate** refers to:

- judging or guessing what a measurement value or results will be, usually based on prior knowledge and experience
- the use of common personal body referents, especially for length, such as hand span, length of the learner's pace, own height

**Common quantities** may include:

- familiar and routine length, mass, capacity/volume, time, and temperature measures
- whole numbers into the thousands related to measurement in both numeral and word form
- decimals such as 'a bottle of drink holds 1.25 litres'
- fractional measurements such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$  especially in relationship to cup measures used in cooking

**Simple measuring instruments** may include:

- rulers / tapes measures
- measuring jugs / cups / spoons
- thermometers
- household scales

**Analogue and digital time measuring devices** may include

- digital time pieces which should be able to be read completely
- analogue time – hour,  $\frac{1}{2}$  hour and  $\frac{1}{4}$  hour

**Numbers and words related to time** may include include:

- numbers such as 30, 365, 60,  $\frac{1}{2}$  and  $\frac{1}{4}$
- hours, minutes, days, weeks, months
- yesterday, next week
- first / second / before/after
- longer/shorter
  - counting back or forwards in time, such as half an hour before; one week later

**Familiar dates** may include:

- days, weeks, months in paper based or digital calendar format
- popular dates such as key holidays / family birthdays

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- recognise, estimate and use appropriate metric units for a range of common measurements in familiar situations
- select and use simple and familiar measurement tools to measure and compare a range of different measurements
- read and use a range of date and time measuring devices to interpret and convey information about digital and analogue time and dates including counting forward or back

**Context of and specific resources for assessment**

Assessment must ensure:

- access to digital and analogue time measuring devices
- access to measuring instruments
- access to real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts

At this level, the learner may:

- work with an expert/mentor where support is available if requested
- use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner estimating and measuring common quantities using simple, familiar units of measurement
- oral or written questioning to assess the ability to use and interpret time in familiar situations and to use common words for comparing simple measurement



<b>Unit Code</b>	<b>VU22371</b>
<b>Unit Title</b>	<b>Work with simple design and shape in familiar situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the identification, comparison and sketching of simple and familiar two-dimensional and three-dimensional shapes and designs which are part of the learners' normal routines to do with familiar buildings, furniture, signs, or common household or workplace objects. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 &amp; 2.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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, sketch and describe simple, familiar shapes and designs | 1.1 Identify and describe <b><i>simple, common and familiar two-dimensional shapes and designs</i></b> located in <b><i>familiar situations</i></b><br>1.2 Identify and describe <b><i>simple, common and familiar three-dimensional shapes and designs</i></b> located in familiar situations<br>1.3 <b><i>Sketch</i></b> simple, common and familiar two-dimensional shapes<br>1.4 Use oral <b><i>informal and some formal language of shape</i></b> to describe and compare shapes |
| 2 Compare and classify simple, familiar shapes and designs          | 2.1 Order, group and classify simple, common and familiar two-dimensional shapes explaining any simple relationships or patterns<br>2.2 Order, group and classify simple, common and familiar three-dimensional shapes explaining any simple relationships or patterns  |

## Required Knowledge and Skills

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

Required Knowledge:

- signs / prints/ symbols represent meaning in relation to shapes and designs
- the characteristics of common two-dimensional and three-dimensional shapes and the informal and some formal language of shape and design

Required Skills:

- literacy skills to read relevant, familiar materials and illustrations, diagrams and signs
- oracy skills to describe simple shapes and designs
- ability to use simple measuring and drawing tools to draw sketches of common two-dimensional shapes

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Simple, common and familiar two-dimensional shapes and designs*** should include:

- circles
- squares / rectangles
- triangles / diamonds

**Familiar situations** may include:

- recognising:
  - road / warning signs
  - building landmarks
  - product packaging

**Simple, common and familiar three-dimensional shapes and designs** may include:

- spheres
- cubes
- cylinders

**Sketch** refers to:

- reasonably accurate simple shapes rendered freehand and / or using a ruler or template
- drawings made using simple or familiar computer software drawing tools

**Informal and some formal language of shape** refers to:

- circle, square, rectangle, triangle, straight, curved, corner, sides and other words related to the shapes of everyday objects
- long/short, big/small, thick/thin, short/tall, curved/straight
- a combination of mainly informal and some formal oral and written mathematical and general language to communicate

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the characteristics and sketch a representation of common two-dimensional and three-dimensional shapes
- use informal and some formal language of shape to compare and describe familiar and common two-dimensional and three-dimensional shapes and designs in relation to familiar objects
- sort and classify a range of simple and familiar 2D and 3D shapes and designs

**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant, familiar and personal contexts and materials related to shape and design

At this level, the learner may:

- work with an expert/mentor where support is available if requested.
- use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner identifying a range of 2 and 3 - dimensional shapes in familiar situations
- portfolio of freehand and / or template or computer assisted sketches of simple, common and familiar two-dimensional shapes
- oral or written questioning to assess the ability to use informal and some formal language of shape to compare and describe familiar and common two-dimensional and three-dimensional shapes and designs in relation to familiar objects

<b>Unit Code</b>	<b>VU22372</b>
<b>Unit Title</b>	<b>Work with and interpret simple numerical information in familiar texts</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to locate and recognise whole numbers and simple everyday fractions, decimals and percentages which are part of numerical information partially embedded in simple familiar texts. Learners can then use those numbers to perform simple one-step calculations when reading documents such as newspaper articles, sports results, prices in advertisements and utility bills. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 &amp; 2.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</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.

- |  |  |
|--|--|
| <p>1 Interpret and work with simple numerical information partially embedded in simple familiar texts</p>                    | <p>1.1 Identify, interpret and compare <b><i>whole numbers</i></b> into the thousands written as numerals or words that are <b><i>partially embedded in simple, familiar documents or texts</i></b></p> <p>1.2 Express whole numbers orally and write them as numerals and words</p> <p>1.3 Identify <b><i>simple everyday fractions, decimals and percentages</i></b> in simple, familiar documents or texts, express them orally and write them as numerals</p> <p>1.4 Use <b><i>common words</i></b> for ordering and comparing numbers</p> |
| <p>2 Undertake simple, one-step calculations with numbers into the thousands partially embedded in simple familiar texts</p> | <p>2.1 <b><i>Simple, one-step calculations</i></b> of +, −, ×, and ÷ are performed with whole numbers into the thousands partially embedded in simple, familiar texts</p> <p>2.2 The results of calculations are <b><i>estimated and roughly checked</i></b> in relation to the context</p>  |

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in texts and documents
- place value of whole numbers into the thousands
- operations of addition (+), subtraction (−), simple multiplication (×) or simple division (÷) and the words and symbols associated with them
- techniques used to make estimations and check results of calculations

### Required Skills:

- literacy and oral communication skills to:
  - read relevant, familiar texts and documents
  - read, write and say whole numbers, simple fractions and familiar words associated with numbers

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Whole numbers** should be:

- relevant and appropriate to the learner and should be known in both numeral and word form
- may include decimals if appropriate such as 'a bottle of drink holds 1.25 litres and costs \$2.15'

**Partially embedded** refers to:

- explicit maths that does not require a lot of reading or interpreting to locate and extract

**Simple, familiar documents or texts** may include:

- relevant and simple texts:
  - household bills
  - advertising leaflets / catalogues
  - simple pricelists
  - sports results
  - workplace parts lists
- relevant and simple texts and information from newspapers or the Internet

**Simple everyday fractions, decimals and percentages** refers to:

- decimals mainly related to money and to two decimal places only
- fractions should include  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{3}{4}$ ,  $\frac{1}{10}$
- 10% as it relates to the GST if appropriate and its equivalence to  $\frac{1}{10}$
- recognise equivalence of 25% and  $\frac{1}{4}$ , and 50% and  $\frac{1}{2}$
- when comparing fractions only compare unit fractions, i.e. fractions with a numerator of 1

**Common words** may include:

- first / second / between
- smaller / bigger / taller
- the same as /
- half / double / quarter

**Simple, one-step calculations**

may include:

- just one operation chosen from +, −, simple × or simple division ÷
- simple multiplication in terms of multiplying by whole numbers up to and including 10
- division by small whole numbers such as 2, 3, 4, 5 or 10, such as calculations for sharing an amount between 2 or 4 people or as it relates to interpreting  $\frac{1}{2}$  or a  $\frac{1}{4}$  of an amount – if the amount to be divided (dividend) is more complex (e.g.  $\$59.95 \div 3$ ) then a calculator should be used
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality – knowledge of formal rounding off rules are not required
- calculations may be done in an idiosyncratic manner, using familiar ‘in head’ methods where appropriate (e.g. × or ÷ by 2, 10), with or without the use of concrete aids, real money, or a calculator

**Estimated and roughly checked**

refers to:

- results are checked, using rough estimates based on prior and personal knowledge of the context and responses can be supported by teacher prompting

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify and interpret simple numerical information embedded in familiar texts where the maths content is explicit
- use the associated language of numbers to read and convey numerical information and to read, say and write numbers and money into the thousands
- identify and compare simple everyday fractions, decimals and percentages
- undertake simple operations of +, −, simple × or simple division ÷ with whole numbers into the thousands and make rough estimates on results in highly familiar texts



**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant, familiar and personal contexts and materials where the maths content is explicit

At this level, the learner can:

- may work with an expert/mentor where support is available if requested
- use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- use “in the head” methods, or pen and paper methods for calculations or use calculators for use in obtaining and/or checking calculations that require accuracy

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner interpreting whole numbers and simple everyday fractions, decimals and percentages from simple familiar documents or texts
- portfolio of completed simple one step calculations of  $+$ ,  $-$ ,  $\times$ , and  $\div$  with whole numbers into the thousands
- oral or written questioning to assess knowledge of techniques to roughly estimate and the ability to communicate whole numbers and familiar words associated with numbers verbally and / or in writing

<b>Unit Code</b>	<b>VU22373</b>
<b>Unit Title</b>	<b>Work with and interpret simple statistical information in familiar texts</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to enable learners to develop the basic skills and confidence to work with, construct and interpret simple, familiar statistical tables and graphs related to learners' routine reading of information and documents that include data in tables and graphs such as simple newspaper articles, sports results, pricelists, utility bills etc. Their communication about these mathematical ideas will mainly be spoken but with some written communications. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 &amp; 2.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those wishing to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and work with statistical information in simple, familiar tables | 1.1 Interpret the <b>key features, conventions and symbols of simple, familiar tables</b> in <b>everyday documents or familiar texts</b><br>1.2 Locate specific <b>whole number</b> based information in tables and report on it using <b>informal and some formal language</b>   |
| 2 Construct simple graphs and tables based on provided scales and axes       | 2.1 Order and use familiar whole value data to construct <b>simple, familiar tables and graphs</b> based on provided scales and axes<br>2.2 Use the key features, <b>conventions and symbols of simple, familiar graphs</b>   |
| 3 Interpret statistical information in simple, familiar graphs               | 3.1 Identify the key features, <b>conventions and symbols of simple, familiar graphs</b> in everyday documents or familiar texts<br>3.2 Locate specific whole number based information in simple, familiar graphs and report on it orally using informal and some formal language |

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in texts such as in newspapers, advertising materials, bills and notices
- the key features of tables and graphs to identify appropriate numerical and statistical information

### Required Skills:

- literacy and oral communication skills to:
  - read relevant, short texts that incorporate tables and graphs
  - read, write and say whole numbers and use informal and some formal language of number and data to talk about numerical and statistical information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- **Key features, conventions and symbols of simple, familiar tables** include:
- identifying how the rows, columns and their values are labelled, organised and quantified

**Everyday documents or familiar texts** may include:

- relevant and simple texts:
  - household bills
  - advertising leaflets / catalogues
  - simple pricelists
  - sports results
  - workplace parts lists
- relevant and simple texts and information from newspapers or from the internet

**Whole numbers** should be:

- relevant and appropriate to the learner and should be known in both numeral and word form
- could include whole value percentage values

**Informal and some formal language** may include:

- highest / lowest
- most / least
- maximum / minimum
- first / last / in the middle

**Simple, familiar tables and graphs** may include

- small tables, pictograms and simple bar and line graphs using scales with graduations of 1s, 2s, 5s or 10s
- graphs which are based on provided scales and axes with graduations of 1s, 2s, 5s or 10s
- pie charts which only need to be read and interpreted at this level, not created

**Key features, conventions and symbols of simple, familiar graphs** may include:

- recognising and identifying features and conventions such as values/variables plotted, labels, axes, scales

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- construct simple graphs and tables based on provided scales and axes
- use key features and conventions of tables and graphs to identify and interpret simple numerical and statistical information
- use informal and some formal language of numbers, graphs and tables to read and convey simple numerical and statistical information and to read, say and write numbers into the thousands as numerals and as words

**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant, familiar and personal contexts and materials where the scales and axes are provided

At this level, the learner can:

- use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- work with an expert/mentor where support is available if requested

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of simple tables and graphs created by the learner
- oral and /or written questioning to assess the ability to communicate whole numbers and familiar words associated with numbers verbally and / or in writing and to use key features and conventions of tables and graphs to identify and interpret simple numerical and statistical information

<b>Unit Code</b>	<b>VU22374</b>
<b>Unit Title</b>	<b>Develop verbal communication skills</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to communicate verbally with others in an immediate and highly familiar environment. The focus is on developing basic skills to exchange information in the immediate environment.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for oral communication at Level 1: 1.07, 1.08</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their verbal communication skills in their own highly familiar contexts.</p> <p>Where application is as part of the Course in Initial General Education for Adults, it is recommended that application is integrated with other units such as <i>VU22342 Identify learning objectives</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Communicate verbally in immediate context	<p>1.1 Provide <b>basic information</b> in short and explicit exchanges</p> <p>1.2 Obtain <b>specific information</b> through questioning</p>
2 Participate in discussions in immediate context	<p>2.1 Undertake routine introductions and greetings</p> <p>2.2 Convey meaning in <b>simple exchanges</b></p>
3 Respond to basic oral information in an immediate context	<p>3.1 Identify <b>the gist of short explanations</b></p> <p>3.2 Identify <b>specific information</b></p> <p>3.3 Follow one/ twostep instructions</p>

## Required Knowledge and Skills

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

**Required Knowledge:**

- simple vocabulary related to own immediate needs
- simple strategies to participate in verbal communication exchanges such as requesting repetition, using nonverbal communication techniques and turn-taking

**Required Skills:**

- oral communication skills to:
  - exchange and respond to simple information
  - formulate simple questions
  - seek and respond to request for clarification of information
- literacy skills to use basic grammatical structures and tenses
- problem solving skills to:
  - draw on non-verbal communication to convey meaning
  - draw on own personal experiences to make sense of information

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Basic information*** may include:

- personal or factual information such as:
  - own personal details
  - simple autobiographical details
  - one/ two step instructions
  - reporting a hazard or incident
  - numerical data

***Specific information*** may include

- names
- places
- times / dates
- costs
- people

***Simple exchanges*** may include:

- providing personal details
- simple oral negotiation
- interactional strategies to show interest or attitude
- using voice tone, volume and content appropriately to suit different contexts

***The gist of short******explanations*** may include:

- using context clues and own experience to help understanding
- using non-linguistic support such as body language, facial expressions, gestures

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- participate in simple verbal exchanges with others in the immediate environment using appropriate communication skills and strategies to provide and respond to information

**Context of and specific resources for assessment**

Assessment must ensure access to:

- a learning environment appropriate to the assessment task
- appropriate support allowing for full participation
- computer hardware and software, if appropriate.

At this level the learner:

- can work alongside an expert / mentor where prompting and advice can be provided

**Use of non - standard English**

Many students may speak non - standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes.

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- direct observation of the learner participating in verbal exchanges
- verbal questioning to assess learner's knowledge of simple strategies to clarify information
- third party feedback for example from other teachers or other relevant personnel



<b>Unit Code</b>	<b>VU22375</b>
<b>Unit Title</b>	<b>Apply basic computer skills to language learning</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to use the fundamental features and language of personal computers or other devices to perform a simple function and to access language learning activities.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who are unfamiliar with personal computers or other devices and who wish to improve their knowledge and use to support personal, educational or employment opportunities.
<b>Element</b>  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b>  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify computer terminology	1.1 Identify <b><i>different types of computers</i></b> 1.2 Identify <b><i>key words and phrases</i></b> and their associated functions related to computer use 1.3 Identify <b><i>computer hardware terminology</i></b> 1.4 Identify <b><i>computer software terminology</i></b>
2 Locate computer desktop icons	2.1 Locate commonly used <b><i>icons</i></b> 2.2 Clarify the <b><i>key features and functions of commonly used icons</i></b>
3 Perform a simple computer task	3.1 Open the <b><i>activity</i></b> 3.2 Follow verbal or written steps 3.3 Request assistance or clarification if required 3.4 Follow <b><i>Occupational Health and Safety</i></b> instructions for safe computer use 3.5 Close activity

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| 4 Complete a computer based language activity           | 4.1 Select a <b><i>language learning activity</i></b>                          |
|   | 4.2 Locate and open the relevant program                                       |
|   | 4.3 Use the <b><i>navigation features</i></b> to move through the activity     |
|   | 4.4 Follow instructions in the learning activity                               |
|   | 4.5 Close the program  |
| 5 Identify and address common computer related problems | 5.1 Identify <b><i>common problems</i></b> and seek assistance to resolve them |
|   | 5.2 Apply solutions and seek clarification if required                         |

### Required Knowledge and Skills

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

Required Knowledge:

- OHS / WHS procedures for safe computer usage

Required Skills:

- communication skills to seek and respond to instructions and clarifications
- problem solving skills to identify and address common computer problems
- planning and organising skills to follow sequential instructions

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Different types of computers*** may include:

- laptops
- tablets

***Key words and phrases*** may include:

- computer specific use of common words e.g. mouse, names of computer hardware e.g. hard drive, keyboard, printer, data stick, CD Rom Drive, USB Port
- names of computer software programs, e.g. Word,
- verbs e.g. drag, click, double click, open, close, scroll down, download
- computer personnel e.g. help desk
- acronyms e.g. IT, CD, DVD

**Computer hardware terminology** may include:

- hard drive
- screen
- mouse
- keyboard

**Computer software terminology** may include:

- program
- folder
- file

**Icons** may include:

- start button
- toolbars and drop down menus
- shortcuts
- programs
- recycle bin

**Key features and functions of commonly used icons** may include:

- start up and shut down
- open commonly used programs
- apply basic text formatting

**Activity** may include:

- access a game
- open and close a document / spread sheet
- record simple information

**Occupational Health and Safety** may include:

- seating
- lighting, glare
- working heights
- trip hazards

**Language learning activity** may include:

- word games
- close exercises
- dictionary activities
- listening activities
- reading comprehension and multiple choice

**Navigation features** may include:

- tool bar
- icons
- next, play, start, finish, back

**Common problems** may include:

- forgotten password
- lost files
- computer not starting / frozen screen

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- follow verbal and / or written instructions to perform common computer functions and access and use a language learning program
- identify and address basic computer problems by seeking assistance

**Context of and specific resources for assessment**

Assessment must ensure:

- access to a computer and computer based language learning activity

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of:
  - accessing a common computer program to perform a simple activity
  - accessing and navigating a computer based language learning activity
- oral and / or written questioning to assess knowledge of basic computer terminology and its meaning
- third party reports from other teachers detailing computer use by the learner

<b>Unit Code</b>	<b>VU22376</b>
<b>Unit Title</b>	<b>Access the internet for language learning</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to identify and use the fundamental features of the internet to develop language skills.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to develop their digital literacy skills to support personal, educational or employment opportunities.
<b>Element</b>	<b>Performance Criteria</b>
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 a range of information on the internet	1.1 Identify the types of <b>information</b> available on the internet 1.2 Identify and open an internet browser 1.3 Access and navigate an <b>informational website</b> 1.4 Close the browser
2 Access and use an online language learning activity	2.1 Locate and launch the <b>online language learning activity</b> 2.2 Use the <b>basic features of web navigation</b> to undertake the activity 2.3 Complete the activity 2.4 Close the activity
3 Communicate using simple email messages	3.1 Open an <b>email program</b> 3.2 Locate the <b>key menu items</b> for composing, sending and replying to email messages 3.3 Identify the <b>features of email addresses</b> 3.4 Compose and send a simple message 3.5 Open, read and reply to a received message

### 3.6 Close the email program

#### Required Knowledge and Skills

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

Required Knowledge:

- basic keyboard functions such as location of letters, shift key, symbols and enter key to enable internet and email addresses to be typed

Required Skills:

- literacy skills to read and compose simple emails
- planning and organisational skills to sequence simple information
- technology skills to use computers to access the internet

#### 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

**Informational website** may include:

- online newspaper
- training course information
- public transport
- community service

**Online language learning activity** may include:

- grammar exercises
- comprehension exercises
- cloze
- listening / viewing and reading

**Basic features of web navigation** may include:

- moving 'back', typing web address line
- mouse and key strokes to move about the screen
- opening links on webpages
- clicking on tabs

**Email program** may include:

- web based such as yahoo, Hotmail
- organisational intranet

**Key menu items** may include:

- icons
- drop down menus
- compose, send, forward, inbox, sent box, delete

**Features of email addresses** may include:

- @
- use of upper and lower case
- use of underscore, dot
- spelling

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- access and use the internet to locate and navigate informational websites and language learning activities
- locate, open and close an email program and read compose and send simple emails

**Context of and specific resources for assessment**

Assessment must ensure:

- access to an internet connected computer with an email program

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of locating, accessing and navigating informational and language learning websites
- observation of accessing, reading, composing and sending simple emails
- portfolio of simple emails composed and sent by the learner

<b>Unit Code</b>	<b>VU22377</b>
<b>Unit Title</b>	<b>Identify Australian environmental issues</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to identify the key aspects of the physical Australian environment and to identify and investigate broad and local environmental issues
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to develop their knowledge and understanding of Australian environmental issues</p> <p>Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of the Core Skills reading unit <i>VU22360 Engage with simple texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Australia's physical features and climate	<p>1.1 Locate <b>key physical features</b> of Australia on a map</p> <p>1.2 Identify the key features of different <b>climate zones</b></p>
2 Identify an environmental issue of significance in Australia	<p>2.1 Select an environmental issue</p> <p>2.2 State the main aspects of the <b>environmental issue</b></p> <p>2.3 Identify the impact of the environmental issue on Australia</p> <p>2.4 Identify possible strategies to address the problem</p>
3 Identify an environmental issue of local importance	<p>3.1 State the main aspects of the <b>local environmental issue</b></p> <p>3.2 Identify the impact of the issue in the local community</p> <p>3.3 Identify possible strategies to deal with the issue</p>



## Required Knowledge and Skills

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

### Required Knowledge:

- reading strategies to engage with simple printed and / or digital texts and visuals such as maps
- vocabulary related to environmental issue

### Required Skills:

- literacy skills to:
  - read simple texts about environmental issues which have predictable structure
  - make connections between own knowledge and experience and the purpose and structure of texts
- oracy skills to:
  - discuss and convey information about environmental issue
  - ask and respond to simple questions
  - provide a simple opinion about the environmental issue
- problem solving skills to:
  - match the key features of different climate zones with the appropriate zone
  - identify potential solutions to environmental issues

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Key physical features*** may include:

- mountains / mountain ranges
- deserts
- Great Barrier Reef / Uluru
- rainforests
- coastal areas
- rivers

***Climate zones*** may include:

- equatorial
- tropical
- sub-tropical
- desert
- grassland
- temperate

**Environmental issue** may include:

- salinity
- drought / floods / bush fires
- air / water pollution

**Local environmental issue** may include:

- waterway pollution
- air pollution / traffic congestion
- water shortages
- littering/dumping of rubbish

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify Australian climate zones and their features and the key physical features of Australia
- identify an Australian and a local environmental issue and propose a possible solution

**Context of and specific resources for assessment**

Assessment must ensure:

- access to sources of information on the Australian environment at a literacy level appropriate for the learner

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of identifying climate zones and key physical features of Australia
- portfolio of information on an Australian and local environmental issue and possible solutions for each
- oral and / or written questioning to assess knowledge of the features of Australian climate zones

<b>Unit Code</b>	<b>VU22378</b>
<b>Unit Title</b>	<b>Communicate with others in familiar and predictable contexts</b>
<b>Unit Descriptor</b>	<p>This unit develops the skills and knowledge to communicate verbally with others in familiar and predictable contexts.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication: 2.07, 2.08</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their verbal communication skills such as information exchange, questioning, interactional and transactional exchanges.</p> <p>Where application is as part of the Certificate I in General Education for Adults (Introductory), it is recommended that application is integrated with other suitable units such as <i>VU22359 Conduct a project with guidance</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Communicate verbally in simple exchanges	1.1 Make clear statements providing factual information 1.2 Obtain or clarify <b>information</b> through questioning
2 Participate in discussions on personally familiar topics	2.1 Obtain or clarify information through questioning 2.2 Identify the gist of the discussion 2.3 Ask questions to clarify meaning 2.4 Express own opinion and state reasons 2.5 Use <b>interactional strategies</b> to show interest or attitude 2.6 Appropriately express dis / agreement with views of others

- |  |   |
|--|---|
| 3 Respond in familiar and predictable contexts | 3.1 Identify the gist in simple explanations and instructions |
|  | 3.2 Follow simple <b><i>explanations and instructions</i></b> |
|  | 3.3 Respond to questions related to simple exchanges          |
|  | 3.4 Identify simply expressed feelings and emotions           |

## Required Knowledge and Skills

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

### Required Knowledge:

- simple vocabulary related to personal details and other areas of personal interest
- interactional strategies to participate in verbal communication exchanges such as requesting repetition, using nonverbal communication techniques and turn-taking
- different reasons for communicating verbally

### Required Skills:

- oral communication skills to:
  - provide and respond to key information
  - formulate questions to seek clarification of information
- literacy skills to use:
  - simple grammatical structures and tenses such as openings and closings and adjectives
  - stress and intonation to communicate verbally
- problem solving skills to draw on:
  - non-verbal communication to convey meaning
  - own personal experiences to verbally communicate information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Information*** communicated may include

- ideas
- instructions
- messages
- personal information
- descriptions
- words of a song

**Interactional strategies** may include:

- varying language to reflect changes in social relations
- using voice tone, volume and content appropriately to suit different social contexts
- using appropriate introductions and greetings
- turn taking

**Following explanations and instructions** includes

- noting sequence
- identifying familiar vocabulary/ key words

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- communicate with others to provide and respond appropriately to simple information in a familiar and predictable environment

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computer hardware and software, if appropriate
- situations to enable exchange of information

At this level the learner may:

- work with an expert/mentor where support is available if requested

### Use of non - standard English

Many students may speak non - standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes.

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- direct observation of the learner participating in verbal exchanges and discussions
- oral questioning to assess learner's knowledge of interactional strategies to convey and respond to verbal information
- third party feedback for example from other teachers or other relevant personnel

<b>Unit Code</b>	<b>VU22379</b>
<b>Unit Title</b>	<b>Identify community options</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to identify key aspects of the local environment to support everyday life.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners wishing to develop their basic knowledge of and ability to access information about local community services and as a means of developing their literacy and numeracy skills.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of Core Skills reading unit <i>VU22363 Engage with simple texts to participate in the community</i>.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults it is recommended that application is integrated with the Core Skills reading unit <i>VU22389 Engage with texts of limited complexity to participate in the community</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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	1.1 Identify street, suburb or town and state of residence 1.2 Identify the local government area 1.3 Locate place of residence in relation to the nearest <b>major centre</b>
2 Identify features of the local transport system	2.1 Identify <b>modes of transport</b> in the local area 2.2 Outline the features of the ticketing system 2.3 Identify public transport stops and routes 2.4 Read a timetable

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| 3 Investigate community services in the local area | 3.1 Identify <b><i>sources of information</i></b> on <b><i>community services</i></b><br><br>3.2 Identify available services<br><br>3.3 Locate a number of local community services<br><br>3.4 Identify the opening and closing times of personally relevant local community services |
| 4 Investigate recreation options in the local area | 4.1 Identify sources of information on <b><i>recreation options</i></b><br><br>4.2 Identify recreation options in your area<br><br>4.3 Locate a local recreation activity<br><br>4.4 Identify the opening and closing times of the recreation activity                                |

## Required Knowledge and Skills

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

Required Knowledge:

- reading strategies to engage with simple printed and / or digital texts about community services

Required Skills:

- literacy skills to access and interpret information on local community services and recreation options
- numeracy skills to:
  - read a public transport timetable
  - identify the opening and closing times of a recreation activity

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Major centre*** may include:

- capital city
- regional centre
- CBD

**Modes of transport** may include:

- bus
- tram
- train
- taxi
- bike

**Sources of information** may include:

- local paper
- posters
- flyers
- radio / TV
- websites

**Community services** may include:

- schools, kindergarten, child care centres
- hospital / medical centre
- library
- police station
- neighbourhood house
- interpreting services

**Recreation options** may include:

- sporting facilities / clubs
- yoga / dance classes
- book / reading club
- community clubs

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate oneself in the local community
- identify local transport options and information
- source information on local community and recreation activities/services and identify information relevant to self



**Context of and specific resources for assessment**

Assessment must ensure:

- access to sources of information on local community services and recreation activities
- transport timetables for the local area

At this level the learner may:

- depend heavily on visual clues to understand meaning
- need time to read, reread and decode text

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner engaging with written information on local community, transport and recreation options
- portfolio of information on local community and recreation opportunities compiled by the learner
- oral or written questioning to assess the ability of the learner to locate themselves in the local area

<b>Unit Code</b>	<b>VU22380</b>
<b>Unit Title</b>	<b>Identify features of the education system</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge required to identify the structure of the Australian education system as well as the cultural features of education in Australia.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners wishing to develop their knowledge of the broad education system and the cultural features of education in Australia.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of Core Skills reading unit <i>VU22361 Engage with simple texts for learning purposes</i>.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults it is recommended that application is integrated with the Core Skills reading unit <i>VU22387 Engage with texts of limited complexity for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 education system	1.1 Identify the <b>sectors</b> of the Australian education system 1.2 Identify the role of sectors in the education system 1.3 Outline the <b>qualifications</b> offered by the education system
2 Describe the cultural features of the Australian education system	2.1 Outline the <b>role of the teacher</b> in Australian education 2.2 Outline the rights and responsibilities of the student in Australian education 2.3 Identify appropriate <b>communication</b> between teachers and students 2.4 Identify the <b>role of parents</b> in primary and / or secondary education

## Required Knowledge and Skills

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

Required Knowledge:

- the sectors of the Australian education system and their role

Required Skills:

- literacy skills to engage with simple familiar texts about the education system
- oral communication skills to
  - discuss and convey information about the education system
  - ask and respond to questions about information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Sectors** may include:

- compulsory/post-compulsory
- pre-school
- primary
- secondary
- Vocational Education and Training (VET)
- higher education
- adult/further education

**Qualifications** may include:

- pathways
- assessment system

**Role of the teacher** may include:

- rights and responsibilities
- relationship with students
- communication with students and parents
- discipline
- assessment

**Communication** may include:

- face to face / telephone / in writing
- email / letters

**Role of parents** may include:

- volunteer roles
- contributing to committees
- participating in school council
- approving attendance on excursions
- attending parent / teacher interviews
- communication with the school

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- source information on the broad aspects of the Australian education
- source and interpret information about cultural expectations and practices in education

### Context of and specific resources for assessment

Assessment must ensure:

- Access to sources of information on the education system and cultural expectations and practices in education
- appropriate support allowing for full participation
- computer hardware/software and internet access as appropriate

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in, and making meaning of information related to the education system
- oral or written questioning to assess learner's knowledge of features of the education system
- paper based or e-portfolio of information on the education system with examples of cultural expectations and practices

<b>Unit Code</b>	<b>VU22381</b>
<b>Unit Title</b>	<b>Identify features of the health care system</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to access health care and identify key aspects of the health care system in Australia related to personal health needs.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners wishing to develop their basic knowledge of the health care system in Australia and their ability to access health care to support their own personal health needs.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of Core Skills reading unit <i>VU22360 Engage with simple texts for personal purposes</i>.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults it is recommended that application is integrated with the Core Skills reading unit <i>VU22386 Engage with texts of limited complexity for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a range of factors related to personal health	<p>1.1 Identify a range of common illnesses, ailments and injuries</p> <p>1.2 Outline the symptoms associated with common illnesses and ailments</p> <p>1.3 Identify appropriate <b>actions</b> to take to manage common illnesses and injuries</p>
2 Identify common household medicines and health equipment and their uses	<p>2.1 Identify the <b>types of medicines</b> commonly found in home first aid</p> <p>2.2 Identify the <b>information contained on labels</b> and their importance</p> <p>2.3 Match medicines with their purpose</p>

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|   | 2.4   | Outline the features and uses of <b><i>common household medical equipment</i></b>   |
| 3 | Describe the purpose and use of a Medicare card                 | 3.1 Identify the information on the card.<br>3.2 Identify the purpose of Medicare cards<br>3.3 Outline the process of using a Medicare card   |
| 4 | Describe appropriate action in the event of a medical emergency | 4.1 Identify a range of <b><i>medical emergencies</i></b><br>4.2 Identify <b><i>emergency services</i></b> and their functions<br>4.3 Outline the <b><i>steps required</i></b> to obtain emergency assistance |

## Required Knowledge and Skills

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

Required Knowledge:

- reading strategies to engage with simple printed and / or digital texts

Required Skills:

- literacy skills to access and interpret information on medical services and medical information contained on labels
- numeracy skills to identify dosage instructions on medication labels

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Actions*** may include:

- identify basic first aid
- common treatments for simple ailments and injuries
- when to seek medical attention

***Types of medicines*** may include:

- pain killers
- anti inflammatory
- antihistamine

***Information contained on labels*** may include:

- symbols
- frequency and dosage

**Common household medical equipment** may include:

- thermometer
- first aid kit
- bandages

**Medical emergencies** may include:

- accidents in the home
- fires
- road accidents
- public transport accidents
- drowning

**Emergency services** may include:

- ambulance
- fire brigade
- police
- state emergency services (storms, bushfires)
- rural fire services

**Steps required** may include:

- contact emergency services by telephone
- provide clear directions and information to emergency services

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- recognise a range of common health issues and the appropriate management actions to take
- identify common household medicines and health equipment and their uses
- source and interpret health information to respond appropriately to a range of personal health related events

**Context of and specific resources for assessment**

Assessment must ensure:

- access to sources of information on health care and emergency services
- access to a Medicare card

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner engaging with written information on health, the health care system and emergency services
- paper based or e-portfolio of information on health, the health care system and emergency services
- oral or written questioning to assess the ability of the learner to respond appropriately to a range of common health related events.



<b>Unit Code</b>	<b>VU22382</b>
<b>Unit Title</b>	<b>Identify major events in Australian history</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to develop familiarity with the major events in Australia's political and social history
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to develop their knowledge and understanding of the historical Australian environment.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults (Introductory), it is recommended that application is integrated with the delivery and assessment of Core Skills reading unit <i>VU22361 Engage with simple texts for learning purposes</i>. Where application is as part of the Certificate 1 in General Education for Adults it is recommended that application is integrated with the Core Skills reading unit <i>VU22387 Engage with texts of limited complexity for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 1788	<p>1.1 Identify the reasons for exploration of the coast of Australia</p> <p>1.2 Identify the <b>key players</b> and their roles in the exploration</p> <p>1.3 Identify the reasons for Britain's decision to settle Australia</p>
2 Identify the role of convicts in the European settlement of Australia	<p>2.1 Identify the main types of convicts</p> <p>2.2 State the relationship between convicts and soldiers</p> <p>2.3 Outline the key elements of convict life</p> <p>3.1 Identify the <b>period</b> or <b>event</b> and its significance</p> <p>3.2 Outline the <b>key events</b></p>

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| 3 | Examine a significant period or event in Australian history                        | 3.3 | Identify the <b>key participants</b>                                  |
|   |  | 3.4 | Outline some <b>general features</b> of life in Australia at the time |
| 4 | Examine the major immigration patterns and their impact on Australia's development | 4.1 | Identify the key events in <b>Australia's immigration history</b>     |
|   |  | 4.2 | Identify the impact of each major immigration                         |
|   |  | 4.3 | Identify the benefits of immigration                                  |
|   |  | 4.4 | Identify a <b>personal immigration experience</b>                     |

## Required Knowledge and Skills

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

Required Knowledge:

- reading strategies to engage with simple printed and / or digital texts
- sources of information on Australian history

Required Skills:

- literacy skills to;
  - identify main ideas in simple familiar texts about Australian history
  - use simple decoding strategies to identify unknown words
- problem solving skills to determine the impact of migration on Australia
- organisational skills to source and order sequential historical information

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Key players** may include:

- Indigenous
- French
- English
- Dutch
- Chinese
- Portuguese
- Spanish

**Period** may include:

- Pre-colonial
- Colonial
- Gold rush
- Federation
- Pre / post war
- Modern day

**Event** may include:

- Inland exploration
- Eureka stockade
- Wars such as Boer, WWI, WWII, Korea, Vietnam
- overland telegraph / rabbit proof fence
- the depression
- Aboriginal voting rights / 1967 referendum
- involvement in world sporting events such as the Olympics

**General features** may include:

- social attitudes
- political environment
- economic environment

**Australia's immigration history** may include:

- Indigenous migrations
- 19<sup>th</sup> Century convicts and settlers
- 20<sup>th</sup> Century pre and post war, refugees
- 21<sup>st</sup> Century refugees

**Personal immigration experience** may include:

- autobiographical recount
- biographical recount of a:
  - well known personality
  - family member, friend or community member

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the key influences and participants in early exploration of Australia
- identify the key periods and events in Australian history and major migratory patterns and their impacts on Australia

**Context of and specific resources for assessment**

Assessment must ensure:

- access to sources of information on Australian history at a literacy level appropriate for the learner

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- portfolio of information on a key period or event in Australian history
- oral or written account of a personal immigration experience
- oral and / or written questioning to assess knowledge of the key influences on, periods in and impacts of migration to Australia

<b>Unit Code</b>	<b>VU22383</b>
<b>Unit Title</b>	<b>Identify common digital media</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to become familiar with a limited range of digital media relevant to everyday life, such as automated teller machines (ATM), electronic card readers and electronic funds transfer point of sale (EFTPOS) equipment.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who wish to engage with digital media to perform everyday tasks such as using public transport, making automated banking withdrawals and using service area touch screens.
<b>Element</b>	<b>Performance Criteria</b>
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 everyday digital equipment	1.1 Identify <b>digital equipment</b> relevant to everyday life 1.2 Identify the <b>purpose</b> of the relevant digital equipment 1.3 Identify the <b>benefits of using digital equipment</b>
2 Identify features of equipment	2.1 Select the most relevant digital equipment 2.2 Identify the <b>layout</b> of each piece of relevant digital equipment 2.3 Select the appropriate functions of each piece of relevant digital equipment 2.4 Identify any <b>security features</b> of the equipment 2.5 Identify available <b>assistance options</b>

### Required Knowledge and Skills

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

Required knowledge:

- common usage of digital equipment in everyday life

Required Skills:

- problem solving skills to:
  - identify the purpose and functions of a range of personally relevant digital equipment
  - select the appropriate digital equipment for specific tasks
  - identify assistance options

## 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. <sup>9</sup>Bold / italicised wording in the Performance Criteria is detailed below.

- Digital equipment*** may include:
- automated teller machines (ATM)
  - electronic funds transfer point of sale (EFTPOS)
  - public transport ticketing machines and validators
  - service area touch screens
  - digital parking meters
  - Global Positioning System equipment (GPS)
  - smart phones

- Purpose*** may include:
- to make automated banking transactions
  - to make electronic purchases
  - to access public transport
  - to accurately navigate unfamiliar locations

- Benefits of using digital equipment*** may include:
- convenient and fast access to services
  - reducing banking fees and charges
  - developing independence
  - using government services efficiently

- Layout*** may include:
- left to right
  - top to bottom
  - 'next' and 'previous'
  - cancel

**Security features** may include:

- personal identification numbers
- passwords
- security questions

**Assistance options** may include:

- help line phone number
- operator assistance

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm:

- the ability to identify the purpose, features and functions of a range of digital equipment commonly used in everyday life.

### Context of and specific resources for assessment

Assessment must ensure:

- access to real, diagrammatic or computer animated examples of digital equipment commonly used in everyday life, to enable learners to familiarise themselves with the features and layout of the equipment

### Method(s) of assessment

The following methods of assessment are suitable for this unit:

- written or verbal description by the learner of the purpose, functions and features of everyday digital equipment
- observation of the learner using diagrams, computer animations or real everyday digital equipment to select the appropriate functions

<b>Unit Code</b>	<b>VU22384</b>
<b>Unit Title</b>	<b>Develop and document a learning plan and portfolio</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to identify long and short term goals, review current skills and plan future skills development and develop a learning plan to achieve goals This unit also describes the skills and knowledge to develop and maintain a portfolio.</p> <p>Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 3: 3.01, 3.02</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those with personal, learning, employment and / or community participation goals. The learner will use an established template to plan, document and monitor progress towards achieving identified goals.
<b>Element</b>	<b>Performance Criteria</b>
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 and clarify own goals	<p>1.1 Identify and prioritise <b>goals</b></p> <p>1.2 Review and compare current skills and knowledge with identified goals</p> <p>1.3 Identify any additional skills requirements to meet identified goals</p> <p>1.4 Identify <b>previous experiences</b> that may impact on achieving identified goals</p> <p>1.5 Identify and access <b>support resources</b> to achieve goals</p> <p>2.1 Clarify <b>the purpose</b> of an individual learning plan</p> <p>2.2 Identify the <b>features</b> of an individual learning plan</p>



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| 2 | Develop and document an individual learning plan to achieve goals | 2.3 | Confirm and apply the <b><i>processes for developing an individual learning plan</i></b> |
|   |   | 2.4 | Complete the individual learning plan  |
| 3 | Prepare portfolio of completed work samples                       | 3.1 | Discuss the <b><i>purposes of the portfolio</i></b>                                      |
|   |   | 3.2 | Define the <b><i>purpose of evidence</i></b>   |
|   |   | 3.3 | Identify and discuss <b><i>types of evidence</i></b> required                            |
|   |   | 3.4 | Clarify and confirm <b><i>format of portfolio</i></b>                                    |
|   |   | 3.5 | Collect examples of evidence for portfolio   |
| 4 | Monitor and update the individual learning plan                   | 4.1 | Identify progress towards identified goals and objectives                                |
|   |   | 4.2 | <b><i>Determine factors which contributed to success</i></b> in meeting goals            |
|   |   | 4.3 | Note <b><i>barriers</i></b> to success in meeting goals                                  |
|   |   | 4.4 | Identify strategies to address barriers  |
|   |   | 4.5 | Amend individual learning plan as needed   |

## Required Knowledge and Skills

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

### Required Knowledge:

- importance of a learning plan to support achievement of goals
- factors which can support or hinder progress in achievement of goals
- different strategies to address barriers and difficulties

### Required Skills:

- communication and literacy skills to:
  - participate in the planning process to develop a learning plan
  - read and interpret a range of information related to own goals
  - discuss preparation of portfolio
- problem solving skills to:
  - gather and use information to support development of the plan
  - draw on previous experiences to inform development of the plan
  - identify, select and organise evidence for portfolio using an established model
  - compare own skills to identified goals
  - identify steps to achieve goals

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Goals** may include:

- improving reading, writing and numeracy skills for a variety of purposes:
  - further study
  - employment
  - community participation
  - personal motivation
  - health and well being
  - support for others
- acquiring new skills and knowledge
- gaining specific competencies
- meeting employment requirements
- improving career prospects

**Previous experiences** may include:

- work experience
- volunteer or recreational experience
- family responsibilities
- study including formal schooling or informal learning

**Support resources** may include:

- audio-visual aids
- visual materials such as diagrams
- ICT based tools
- library

**Purposes of a learning plan** may include:

- assisting the learner to plan systematically for the attainment of goals
- as a tool to monitor progress
- to assist the transition of the learner to his/ her preferred options at the end of the course

**Features of an individual learning plan** include:

- short term and long term goals and indicators of success
- actions and activities to be undertaken, including monitoring arrangements
- responsibilities
- timelines
- steps to support achievement of goals
- support resources
- learning strategies to achieve goals
- strategies to deal with difficulties

**Processes for developing an individual learning plan** may include: :

- learner self-assessment of own needs
- negotiation and development of short term and long term goals
- determination of tasks and progress to achieve goals and objectives
- responsibilities of the learner identification of support resources
- review times

**Purposes of the portfolio** may include:

- record what has been achieved in the course
- provide a basis for an RPL application at a later stage
- provide support for a CV
- provide opportunity for reflection on progress towards achieving goals
- opportunity to reflect on strategies which have been successful

**Purpose of evidence** includes:

- document progress towards achievement of goals
- document competencies
- build a picture of personal attributes
- identify areas for further skill development
- identify strengths and weaknesses
- document employability skills

**Types of evidence** may include:

- collections of samples compiled by the learner
- products with supporting documentation
- journal/log book

**Formats** may include:

- folder
- on-line
- e-portfolio
- visual

**Factors which contribute to success** may include:

- transferring learning from one area to a new area
- applying appropriate strategies
- practising new skills
- seeking support from support resources when needed

**Barriers** may include:

- current life circumstances such as physical, mental, emotional or social constraints
- conflict with discourses of education
- cultural differences
- multiple roles and responsibilities

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify and review current skills and knowledge to inform identification of long term and short term goals
- develop, document, monitor and update a learning plan when necessary. Prepare and maintain a portfolio of learning tasks

**Context of and specific resources for assessment**

Assessment must ensure access to:

- an established format to document the learning plan
- computer technology as required

Assessment of performance requirements in this unit is best undertaken over the course of the program so learning goals can be monitored, reviewed and amended

At this level the learner works independently and uses their own familiar support resources

### **Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- oral or written questioning to assess knowledge of the purpose and strategies to achieve goals
- direct observation of the learner participating in the process of developing and monitoring a learning plan or completing tasks for the portfolio
- portfolios to assess evidence of how identified goals have been met consisting of :
  - collections of samples compiled by the learner
  - product with supporting documentation
  - journal/log book

<b>Unit Code</b>	<b>VU22385</b>
<b>Unit Title</b>	<b>Plan and undertake a project</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to plan, carry out and review the final outcome of a project based activity focusing on an identified area of interest or need.</p> <p>Learners at this level work independently and continue to build and use their own familiar support resources.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to develop a range of literacy, numeracy and oral communication skills through practical application in an activity in a context and/or around a specific content area. Content for the unit can be drawn from any area of learner interest or need. The project can be completed either individually or as a member of a group. A
<b>Element</b>	<b>Performance Criteria</b>
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 Propose a project	<p>1.1 Select an area of interest or need</p> <p>1.2 Identify and clarify proposed <b>project goals</b></p> <p>1.3 Link current skills, knowledge, interests and learning strategies to project</p>
2 Design and plan the project	<p>2.1 Clarify the <b>elements</b> of the project</p> <p>2.2 Identify <i>the steps</i> for completing the project</p> <p>2.3 Clarify <b>responsibilities of those involved in the project</b></p> <p>2.4 Identify <b>support resources</b> for the project</p> <p>2.5 Develop and record <b>action plan</b></p>
3 Carry out the plan	<p>3.1 Gather resources required for the project</p> <p>3.2 Undertake project tasks</p>

- |   |                                   |   |
|---|-----------------------------------|---|
|   | 3.3                               | Monitor and record activities undertaken  |
|   | 3.4                               | Amend action plan as needed   |
| 4 | Review the conduct of the project | 4.1 Identify <b>key aspects of success</b> in meeting project goals<br>4.2 Identify <b>barriers</b> which impacted on successful completion of project<br>4.3 Identify strategies to manage future barriers<br>4.4 Determine learning strategies which can be applied to other contexts |

## Required Knowledge and Skills

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

### Required Knowledge:

- methods to present and record information for the project
- potential barriers to completing a project and strategies to manage these
- different approaches to undertake a project

### Required Skills:

- communication skills to:
  - read and interpret a range of information requirements related to the project
  - record information related to the progress and completion of the project
  - discuss resource requirements and progress of the project with those involved
- planning and organising skills to:
  - gather information to undertake the project
  - follow an action plan to complete the project according to identified time frames and processes
- problem solving skills to identify contingencies to deal with unplanned obstacles related to the project such as notifying relevant staff of a problem
- learning skills to apply own knowledge and interests to selection of project activity
- personal management skills to manage own activities within the project

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Project goals** may include:

- completion of an individual or group based activity such as :
  - construction of a newsletter
  - compilation of a recipe book
  - compilation of a photo collection
  - creation of a catalogue of songs
  - organising a class activity such as an outing, a party, a dance
  - organising a community activity such as sporting club fundraiser, over 50s sporting competition
  - preparation of a lunch / dinner for a group
  - designing and producing a T shirt for an event / cause
  - designing and producing a community mural
  - working in a community garden
  - solving specific workplace problems, such as ways of monitoring return of equipment in good order
  - negotiating solution to roster problems
- additional knowledge and skill outcomes such as reading, writing and numeracy skills
- value of project to other aspects of the learner's work, learning, community involvement

**Elements** may include:

- what / who / why / how / when / where
- previous experiences related to identified goals:
  - work experience
  - volunteer or recreational experience
  - family responsibilities
  - study including formal schooling or informal learning
  - health and other personal matters
- any possible barriers to completion

**Steps** may include:

- determining the need for a project team
- forming a project team
- identifying strengths of prospective team members



**Responsibilities of those involved in the project** may include:

- participation
- working collaboratively
- monitoring project tasks, roles, time lines and responsibilities
- awareness of simple strategies for dealing with conflicting discourses
- checking project tasks, roles, time lines and responsibilities

**Support resources** may include:

- appropriate support persons
- sources of information
- equipment
- contacts
- library
- meeting spaces

**Action plan** may include:

- commencement dates
- roles and responsibilities
- tasks
- completion dates

**Key aspects of success** can include:

- transferring learning from one area to a new area
- applying appropriate strategies
- practising new skills
- seeking support of teacher, peers, other interested parties when needed
- clear role definitions
- problem solving techniques
- developing co-operative learning techniques

**Barriers** may include:

- current life circumstances such as physical, mental, emotional or social constraints
- conflict with discourses of education
- cultural differences
- multiple roles and responsibilities

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- plan, document and implement a project based on an area of interest
- participate in a review of the conduct and outcome of the project including identifying successful outcomes and barriers to completion of the project

### Context of and specific resources for assessment

Assessment must ensure access to:

- texts and information related to areas of interest that are relevant and familiar to the learner
- resources to complete the project, such as facilities such as libraries and computers
- access to appropriate support person/s
- At this level the learner works independently and uses their own familiar support resources.

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of examples related to the completion of the project such as:
  - project action plan
  - journal/log book recording project-related activities
  - collections of samples compiled by the learner such as photos, written materials, visual materials
  - final product of the project
- direct observation of the learner planning and carrying out the project
- oral or written questioning to confirm understanding of the actions undertaken to complete the project and difficulties encountered

<b>Unit Code</b>	<b>VU22386</b>
<b>Unit Title</b>	<b>Engage with texts of limited complexity for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with a range of familiar and less familiar paper and web based text types of limited complexity for personal purposes. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to people seeking to improve their personal literacy skills and who need to develop a range of reading skills both in a paper based and web based context. These skills provide the foundation for future activities associated with engaging with more complex texts.</p> <p>Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22391 Create texts of limited complexity for personal purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22387 Engage with texts of limited complexity for learning purposes</i> and <i>VU22392 Create texts of limited complexity for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 familiar and less familiar personally relevant information in paper web based text types of limited complexity	<p>1.1 Locate and identify a range of <b><i>text type of limited complexity to meet personal needs</i></b></p> <p>1.2 Describe <b><i>features of text types</i></b></p> <p>1.3 Identify information of personal relevance.</p> <p>1.4 Select texts relevant to own purposes</p>
2 Read selected texts	2.1 Determine the <b><i>source</i></b> of selected texts

- 2.2 **Predict** the purpose and audience of the texts
- 2.3 Use a range of **strategies to comprehend the texts**
- 2.4 Determine **main ideas** in the texts
- 2.5 Identify **key descriptive details**
- 3 Interpret selected texts
  - 3.1 Apply a range of **strategies to interpret texts**
  - 3.2 Determine the **effectiveness of the texts** in terms of meeting personal purpose.

## Required Knowledge and Skills

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

Required knowledge:

- representation of an author's experiences, purposes, opinions in texts
- different audiences and purposes of text types
- different representation of paper based and web based information
- ways in which information can be accessed and used including in digital mode

Required skills:

- problem solving skills to:
  - interpret basic structural conventions of texts such as chronological sequencing of events, identification followed by description
  - draw on a range of de-coding and meaning-making strategies to make sense of texts
- technology skills to access and navigate web based text to locate information of limited complexity

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Text types of limited complexity to meet personal needs*** may include:

- longer familiar and less familiar texts which require interpretation and integration of a number of ideas and pieces of information
- web based, paper based, handwritten and visual texts which may include:
  - personally relevant messages such as email, SMS, twitter, cards, letters, online postings
  - narrative texts / prose texts such as fiction, reflective writing in personal letters, autobiographical accounts, short stories, diary entries, recount
  - informative texts such as non-fiction texts of personal interest, weblogs, short articles in newsletter
  - procedural texts such as instructions on using equipment for example touch screens for accessing services, banking
  - opinion texts
  - transactional texts such as bills, formal and informal personal letters
  - visual texts such as stories, posters, art work, notices such as 'lost kitten', signs,
  - visual display with descriptive comments (including electronic versions)
  - TV programs, advertisements
  - texts jointly constructed by teacher and student peers

**Features** of text types may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - narrative texts with a chronological sequence of events, orientation, complication, resolution, use of descriptive language, variations in author's voice
  - informative texts with impersonal tone, headings, author's views expressed as facts and which might follow a standard format such as general statement, factual description, conclusion
  - persuasive texts which use emotive and persuasive language, includes facts and opinions, author's bias may be explicit with some implicit meaning, and might follow a standard format such as statement of opinion, argument, summing up or recommendation
  - procedural texts with a series of sequential steps required to achieve goals; icons; text supported by diagrams
  - transactional texts such as letters with formal opening, statement of purpose, details, request, action required, formal close
  - explicit navigation features and layout such as headings, table of contents, site map/ menus, dot points
- sentences:
  - complex and compound sentences with simple verb tenses and routine word order patterns
  - devices used to refer to words or phrases used in previous clauses/sentences
  - dependent clauses introduced by words such as although, when, while
- familiar and some specialised words / phrases/ abbreviations:
  - those associated with personally relevant activities such as education, recreation and leisure
  - introductory phrases which indicate an opinion or fact is being offered
  - common idioms
- familiar visuals, symbols and logos:
  - arrows
  - icons
  - service provider logos

**Sources** of text may include:

- friends
- relatives
- service providers

**Predict** may include:

- considerations of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the texts such as layout
  - title and other visual clues in texts

**Strategies to comprehend the texts may** include:

- meaning-making strategies such as:
  - identifying ways in which the author chooses words to convey feelings and experiences, and the effect of these choices in creating emotions in the reader
  - recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience
  - drawing on a broad bank of personally relevant words and phrases
  - recognising introductory phrases which indicate an opinion or a fact is being offered
  - clarifying intended meaning by varying speed when reading
  - recognising meaning of conventional punctuation, font and layout such as semi-colons, brackets, italics
  - identifying literary devices used by the author
- de-coding strategies:
  - using a range of word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text
  - using punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks

**Main ideas** may include key points / topic sentences related to:

- personal reflection
- narrative
- information / facts / procedures
- personal contact
- cultural contact
- entertainment

**Key descriptive details** may relate to:

- plot, characters, setting of fiction text
- supporting information for non-fiction texts
- details of argument / requirements for transactional texts
- contact details

**Strategies to interpret texts**  
may include:

- clarifying the intention of the writer
- identifying key words and phrases critical to gaining meaning from the text
- distinguishing between fact and opinion
- considering where the information comes from
- recognising simple inferences
- discussing effect of language choices on effectiveness of the text such as emotive and descriptive words, use of slang, use of inclusive pronouns
- reading a text of fiction, and commenting on the structure and content
- expressing an opinion on the text such as how the text affected them, how they felt about an aspect of the text identifying ways in which the text reflects the author's culture, experiences and value system
- comparing similar texts of personal relevance in terms of language used or text structure

**Effectiveness of the texts**  
may include:

- consideration of:
  - whether they meet own purposes
  - whether they meet the needs of the audience
  - whether they reflect own knowledge and experience
  - source of text
  - whether the text conveys the author's real or imaginary experience/ intentions
  - whether the author is successful in creating an emotional response in the reader, if that is the perceived intention of the writer

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read and interpret information in a minimum of 3 different, personally relevant text types of limited complexity, at least one of which must be web based



**Context of and specific resources for assessment**

Assessment must ensure access to:

- web based and paper based text types of limited complexity which are personally relevant to the learner
- communication technology and software

At this level the learner: works independently and continues to build and use their own familiar support resources such as using an online dictionary.

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested methods of assessment are suitable for this unit:

- direct observation of the learner interpreting information in, and making meaning of paper based and web based texts of limited complexity
- oral or written questioning to assess knowledge of the purpose and features of different personally relevant text types
- oral information from the learner describing the meaning and effectiveness of the selected texts
- portfolios containing samples of responses to selected texts

<b>Unit Code</b>	<b>VU22387</b>
<b>Unit Title</b>	<b>Engage with texts of limited complexity for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with a range of familiar and less familiar paper and web based text types of limited complexity for learning purposes. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners seeking to improve their reading skills in order to access educational participation options. It provides the foundation for future activities associated with engaging with more complex texts for learning purposes.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit: <i>VU22392 Create texts of limited complexity for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22386 Engage with texts of limited complexity for personal purposes</i> and <i>VU22391 Create texts of limited complexity for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 familiar and less familiar information in paper and web based text types of limited complexity for learning purposes	<p>1.1 Locate and identify a range of <b><i>text types of limited complexity for learning purposes</i></b></p> <p>1.2 Describe <b><i>features</i></b> of text types</p> <p>1.3 Identify information relevant to learning purposes</p> <p>1.4 Select texts relevant to own purposes</p>
2 Read selected texts	2.1 Determine <b><i>source</i></b> of selected texts

- 2.2 Predict the purpose and audience of the texts
  - 2.3 Use a range of ***strategies to comprehend the texts***
  - 2.4 Identify ***main ideas*** in texts
  - 2.5 Identify supporting details in the texts
- 3 Interpret selected texts
- 3.1 Apply a limited range of ***strategies to interpret texts***
  - 3.2 Evaluate the ***effectiveness*** of the texts in terms of meeting personal purpose.

## Required Knowledge and Skills

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

### Required Knowledge:

- representation of an the author's experiences, purposes, opinions in texts
- relationship between source of text and validity of information
- different audiences and purposes of text types
- ways in which information can be accessed and represented in a number of ways including in digital mode

### Required Skills:

- problem solving skills to:
  - interpret basic structural conventions of text such as sequencing of information, identification followed by description
  - draw on a range of de-coding and meaning-making strategies to make sense of text
  - draw on prior knowledge to make sense of text
- technology skills to access and navigate web based texts of limited complexity

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Text type of limited complexity for learning purposes*** may include:

- longer familiar and less familiar texts which require interpretation and integration of a number of ideas and pieces of information
- web based, paper based, handwritten and visual texts which may include:
  - instructional learning materials such as text books, collections of learning resources, handouts, web-based materials
  - fiction or non-fiction texts about different topics
  - procedural manuals / learner guides
  - reports / feedback
  - informal and formal emails or hand written messages about familiar and immediate matters such as information about an assignment from a fellow class member or the teacher, support available at the learning organisation
  - individual learning plans, self assessments, portfolios, diaries
  - formatted texts such as enrolment forms, timetables

**Features of text types** may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - instructional texts with headings and sub-headings to organise the text; format that typically includes a main statement and supporting information such as a learning goal and materials or other requirements needed to support it , sequential steps required to achieve goals; icons to provide guidance to the learner as to what is required
  - narrative texts such as a chronological sequence of events, use of descriptive language, variations in author's voice
  - informative texts which use impersonal tone and headings, facts that might follow a standard format such as general statement, factual description, conclusion
  - persuasive texts which use emotive and persuasive language, include facts and opinions, author's bias may be explicit or implicit, and might follow a standard format such as statement of opinion, argument, summing up or recommendation
  - explicit navigation features and layout such as headings, table of contents, site map/ menus
- sentences:
  - complex and compound sentences with simple verb tenses and routine word order patterns
  - devices used to refer to words or phrases used in previous clauses/sentences
  - dependent clauses introduced by words such as although, when, while, if
- familiar words / phrases/ abbreviations:
  - vocabulary associated with personally relevant learning activities
  - common idioms
  - technical terms linked to learning goals
- visual information:
  - icons
  - information and activities presented visually in learning resources such as graphs, tables and charts
  - table of contents, index

**Sources** of text may include:

- digital/online
- instructional designers / writers
- teachers/trainers

**Predict** may include :

- considerations of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text such as layout
  - title and other visual clues in text

**Strategies to comprehend the text may** include:

- meaning-making strategies such as:
  - identifying ways in which the author chooses words to convey feelings and experiences, and the effect of these choices in creating emotions in the reader
  - recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience
  - drawing on a broad bank of personally relevant words and phrases
  - recognising introductory phrases which indicate an opinion or a fact is being offered
  - clarifying intended meaning by varying speed when reading
  - identifying techniques used by the author to achieve purpose such as tone and words
- de-coding strategies:
  - word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text.
  - punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks

**Main ideas** may include:

- plot, characters, setting of fiction text
- supporting information for non-fiction texts
- main arguments / requirements for transactional texts

**Strategies to interpret texts**  
may include:

- clarifying the intention of the writer
- identifying key words and phrases critical to gaining meaning from the text
- distinguishing between fact and opinion
- considering where the information comes from
- recognising simple inferences
- discussing effect of language choices on effectiveness of the text for example, use of passive voice, technical jargon, impersonal tone
- identifying ways in which the text reflects the author's culture, experiences and value system
- comparing similar texts of personal relevance in terms of language used or text structure or information provided

**Effectiveness of the texts**  
may include:

- Consideration of:
  - whether they meet purpose (instruction / information)
  - whether they meet the needs of the audience
  - whether they reflect or support own knowledge and experience
  - source of text
  - whether the text conveys the author's real or imaginary experience/ intentions
  - whether the material is presented in a way that makes it accessible to the reader

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read and interpret information in a minimum of 3 different text types of limited complexity related to learning at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- communication technology and software
- web based and paper based text types of limited complexity related to learning purposes

At this level the learner works independently and continues to build and use their own familiar support resources, for example using an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in and making meaning of paper and web based text types of limited complexity
- oral or written questioning to assess knowledge of the purpose and features of different text types related to learning
- oral information from the learner describing the meaning and effectiveness of the selected texts
- portfolios containing samples of responses to selected texts



<b>Unit Code</b>	<b>VU22388</b>
<b>Unit Title</b>	<b>Engage with texts of limited complexity for employment purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with a range of familiar and less familiar paper and web based text types of limited complexity for employment purposes. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners who are seeking develop a range of reading skills both in a paper based and web based context to improve their employment participation options. These skills will provide the foundation for future activities associated with engaging with more complex texts. This unit is suitable for those in employment and those who aspire to employment.</p> <p>Where application is as part of the Certificate 1 in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22393 Create texts of limited complexity to participate in the workplace</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22386 Engage with texts of limited complexity for personal purposes</i> and <i>VU22391 Create texts of limited complexity for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 familiar and less familiar information in paper and web based text types of limited complexity for employment purposes	<p>1.1 Locate and identify a range of <b><i>text types of limited complexity for employment purposes</i></b></p> <p>1.2 Describe <b><i>features</i></b> of text types</p> <p>1.3 Identify information relevant to own employment purposes</p>

	1.4	Select texts relevant to own purposes
2 Read selected texts	2.1	Determine <b>source</b> of selected texts
	2.2	<b>Predict</b> the purpose and audience of the texts
	2.3	Use a range of <b>strategies to comprehend the texts</b>
	2.4	Identify <b>main ideas</b> in texts
	2.5	Locate relevant explanatory or additional information needed to comprehend the texts
3 Interpret selected texts	3.1	Apply a limited range of <b>strategies to interpret texts</b>
	3.2	Evaluate the <b>effectiveness</b> of the texts in terms of meeting own employment related purposes.

## Required Knowledge and Skills

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

### Required Knowledge:

- strategies used to interpret texts to identify their usefulness
- strategies and language used in texts to achieve purpose and convey information and opinion
- relationship between source of text and validity of information
- different audiences and purposes of text types
- ways in which information can be accessed and represented in a number of ways including in digital mode

### Required Skills:

- problem solving skills to:
  - interpret basic structural conventions of text such as sequencing of information in flowcharts and work procedures, identification followed by description
  - draw on a range of de-coding and meaning-making strategies to make sense of text
  - draw on prior knowledge to make sense of text
  - distinguish fact from opinion
- technology skills to access and navigate web based texts of limited complexity

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Text types of limited complexity for employment purposes*** may include:

- longer familiar and less familiar texts which require interpretation and integration of a number of ideas and pieces of information
- web based, paper based, handwritten and visual texts which may include: informative texts:
  - information from government agencies such as Job Networks, employing organizations and companies
  - human resources information such as employment contracts and induction materials
  - OHS / WHS materials
  - company newsletters
  - notices from unions
- procedural texts:
  - standard operating procedures
  - job specifications
  - manufacturers' specifications
  - equipment manuals
  - flowcharts
  - customer requirements
- formatted texts:
  - workplace forms such as incident report forms
  - safety data sheets
- transactional texts:
  - texts requesting action or response

**Features of text types** may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - procedural texts with sequential steps and key headings such as standard operating procedures
  - informative texts using a standard format such as general statement, factual description, conclusion such as manufacturer's information
  - transactional texts with formal opening, statement of purpose, details, request, action required, formal close
  - persuasive texts in which bias may be explicit or implicit, may use emotive and persuasive language, include facts and opinions, and might follow a standard format such as statement of opinion, argument, summing up or recommendation such as union information
  - formatted texts with headings, numbered sections, sequentially organised information such as safety data sheets, award documentation,
  - explicit navigation features and layout such as, headings, table of contents, site map/ menus
- sentences:
  - complex and compound sentences with simple verb tenses and routine word order patterns such as instructions, explanations, questions, opinions
  - devices used to refer to words or phrases used in previous clauses/sentences
  - dependent clauses introduced by words such as although, when, if, while
- familiar words / phrases/ abbreviations:
  - vocabulary related to specific workplace or industry environment
  - technical terms related to workplace / industry
  - common idioms
- simple diagrams such as flowcharts of processes
- numerical information:
  - information which summarises data formatted into a table or chart
  - standard measurements
  - calculations for example ratios,
  - pay rates, costs

**Sources** may include:

- employment agency
- workplace, including paper-based, email, intranet
- union
- industry body
- manufacturer
- government department

**Predict** may include may be based on:

- Considerations of:
  - prior knowledge of the context
  - layout of the text
  - personal experience
  - prior knowledge of aspects of the text
  - visuals

**Strategies to comprehend the text** may include:

- meaning-making strategies such as:
  - self-correction, re-reading, reading ahead, varying speed, reads aloud, creating questions, checking for accuracy of information by consulting other texts/people
- relating and integrating separate pieces of information within a text, rather than treating them as separate units of information
- recognising some technical vocabulary of relevance to particular industry or workplace
- predicting the meaning of unknown words by using surrounding words
- recognising introductory phrases which indicate an opinion or a fact is being offered
- identifying key words and phrases critical to gaining meaning from the text
- de-coding strategies:
  - using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings
- recognising ways in which layout of a document conveys meaning

**Main ideas** may include:

- technical terms
- instructions / operating procedures
- customer requirements
- OHS / WHS information
- quality processes

**Strategies to interpret texts** may include:

- clarifying the intention of the writer
- distinguishing between fact and opinion
- considering where the information comes from
- recognising simple inferences
- identifying structure and language used to achieve purpose
- expressing an opinion on the texts such as how the text affected them, whether the text conveyed information clearly
- identifying ways in which the text reflects the author's culture, experiences and value system comparing similar texts in terms of language used or text structure

**Effectiveness of the texts** may include

- Consideration of:
  - whether they meet their purpose
  - whether they meet the needs of the audience
  - whether they reflect or support own knowledge and experience
  - source of text
  - whether the text conveys the author's real or imaginary experience/ intentions
  - whether the material is presented in a way that makes it accessible to the reader

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read and interpret information in a minimum of 3 different text types of limited complexity relevant to employment or workplace purposes, at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- communication technology and software
- personally relevant web and paper based text types of limited complexity related to employment or the workplace

At this level the learner: works independently and continues to build and use their own familiar support resources, for example using an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in and making meaning of paper based and web based text types of limited complexity
- oral or written questioning to assess knowledge of the purpose and features of different text types related to employment
- oral information from the learner describing the meaning and effectiveness of the selected texts
- portfolios containing samples of responses to workplace related text types

<b>Unit Code</b>	<b>VU22389</b>
<b>Unit Title</b>	<b>Engage with texts of limited complexity to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with a range of familiar and less familiar paper and web based text types of limited complexity to participate in the community. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 3: 3.03, 3.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners seeking to improve their reading skills in order to improve their community participation options.</p> <p>Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22394 Create texts of limited complexity to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22386 Engage with texts of limited complexity for personal purposes</i> and <i>VU22391 Create texts of limited complexity for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 familiar and less familiar information in paper and web based text types of limited complexity relevant to community participation	<p>1.1 Locate and identify a range of <b><i>text types of limited complexity related to community participation</i></b></p> <p>1.2 Describe <b><i>features of text types</i></b></p> <p>1.3 Identify information relevant to community participation</p> <p>1.4 Select texts relevant to own purposes</p>
2 Read selected texts	2.1 Determine <b><i>source</i></b> of selected texts



- 2.2 **Predict** the purpose and audience of the texts
  - 2.3 Use a range of **strategies to comprehend texts**
  - 2.4 Determine main ideas in the texts
  - 2.5 Identify **key descriptive details**
- 3 Interpret selected texts
- 3.1 Apply a limited range of **strategies to interpret texts**
  - 3.2 Evaluate the **effectiveness of the texts** in terms of meeting own purpose

## Required Knowledge and Skills

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

### Required Knowledge:

- strategies used to interpret texts to identify their usefulness
- strategies used in texts to achieve purpose and convey information and opinion
- relationship between source of text and validity of information
- text types have different audiences and different purposes
- ways in which information can be accessed and represented in a number of ways including in digital mode

### Required Skills:

- problem solving skills to:
  - interpret basic structural conventions of texts such as sequencing of information in flowcharts, identification followed by description
  - draw on a range of de-coding and meaning-making strategies to make sense of texts
  - draw on prior knowledge to make sense of text
  - distinguish fact from opinion
- technology skills to access and navigate screen based digital text

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Text types of limited complexity related to community participation*** may include:

- longer familiar and less familiar texts which require interpretation and integration of a number of ideas and pieces of information
- web based, paper based, handwritten and visual texts which may include:
  - informative texts such as brochures, community newsletters or notices, local newspaper articles of limited complexity about familiar matters supported by headlines, visual materials
  - persuasive texts such as advertisements, leaflets about community matters, political advertisements
  - transactional texts such as letters from local government or other community organisations
  - formatted texts such as surveys on everyday community matters ,or those requiring biographical data for community participation such as membership of an organisation
  - procedural texts such as instructions to use public transport ticketing machines
  - visual texts such as posters, graffiti, advertisements for community events, maps of local areas of interest

**Features of text types** may include:

- text structures that are clearly structured and incorporate a number of ideas and include some embedded information and abstraction:
  - persuasive texts which use emotive and persuasive language, include facts and opinions, author's bias may be explicit or implicit, and might follow a standard format such as statement of opinion, argument, summing up or recommendation
  - informative texts which use impersonal tones and headings and might follow a standard format such as general statement, factual description, conclusion
  - transactional texts with formal opening, statement of purpose, details, request, action required, formal close
  - procedural texts with a series of sequential steps required to achieve goals; icons; text supported by diagrams
  - explicit navigation features and layout such as headings, table of contents, site map/ menus
  - information which summarises data formatted into a table or chart
- sentences:
  - complex and compound sentences with simple verb tenses and routine word order patterns
  - devices used to refer to words or phrases used in previous clauses/sentences
  - dependent clauses introduced by words such as although, when, while, if
- familiar words / phrases/ abbreviations:
  - place-related information (community venues, government service offices, educational facilities, recreation and leisure facilities)
  - time-related information (starting times of events, appointments)
  - those associated with personally relevant, recreation and leisure activities
  - vocabulary related to community environment
  - common idioms
- numbers as whole numbers, fractions, decimals, and percentages:
  - measures such as, distance, and time,
  - connected with money such as comparative costs of community events, changes in benefits, alternative travel arrangements
- well-known visuals, symbols and logos:
  - electronic or paper based map of local area community and public facilities
  - names/logos of service providers

- retail outlets

**Sources of text** may include:

- community group
- government department
- newspaper
- advertising company
- political party

**Predict** may include:

- considerations of:
  - prior knowledge of the context
  - personal experience
  - prior knowledge of aspects of the text
  - title / headings / headlines / home page
  - page layout
  - visuals

**Strategies to comprehend texts** may include:

- meaning-making strategies such as:
  - self-correction, re-reading, reading ahead, varying speed, reads aloud, creating questions, checking for accuracy of information by consulting other texts/people
  - relating separate pieces of information within a text, rather than treating them as separate units of information
  - identifying key words and phrases critical to gaining meaning from the text
  - predicting the meaning of unknown words by using surrounding words and visuals
  - recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose
  - drawing on a broad bank of words and phrases including those related to the immediate community or community of interest
  - recognising introductory phrases which indicate an opinion or a fact is being offered
  - clarifying intended meaning by varying speed when reading
- de-coding strategies:
  - using a range of word identification strategies, including: phonic and visual letter patterns; syllabification; word origins; and background knowledge of text
  - using punctuation as an aid to understanding such as capitalisation, full stops, commas, exclamation marks, speech marks

**Key descriptive details** may relate to:

- supporting information
- explanatory information
- procedures on how to access additional information or register for a community services
- details of argument / requirements for transactional texts
- contact details

**Strategies to interpret texts** may include:

- clarifying the intention of the writer
- distinguishing between fact and opinion
- considering where the information comes from
- recognising simple inferences
- recognising effect of language choices on effectiveness of the text such as emotive and descriptive words,
- recognising that use of vocabulary, style of writing, layout and graphic features vary according to purpose and audience
- commenting on the structure and content
- expressing an opinion on the text such as how the text affected the reader, commenting on an aspect of the text
- ways in which the text reflects the author's culture, experiences and value system
- comparing similar texts in terms of language used or text structure
- looking at persuasive devices used by the writer

**Effectiveness of the texts** may include:

- consideration of:
  - whether they are meeting their purpose
  - whether they are meeting the needs of the audience
  - source of text
  - whether the text conveys the author's real or imaginary experience/ intentions
  - whether the author is successful in creating an emotional response in the reader, if that is the perceived intention of the writer

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read and interpret information in a minimum of 3 different text types of limited complexity relevant to community purposes, at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- personally relevant web based and paper based text types of limited complexity related to community participation
- resources drawn from the learner's local community
- access to communication technology as required

At this level the learner works independently and continues to build and use their own familiar support resources such as using an online dictionary.

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in and making meaning of paper based and web based texts of limited complexity
- oral or written questioning to assess knowledge of the purpose and features of different text types related to community participation
- oral information from the learner describing the meaning and effectiveness of the selected texts

<b>Unit Code</b>	<b>VU22390</b>
<b>Unit Title</b>	<b>Participate in spoken interactions of limited complexity</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to participate in a range of spoken interactions of limited complexity in familiar and some unfamiliar contexts. This includes interpreting embedded and abstract information. Learners at this level work independently and continue to build and use their own familiar support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication at Level 3: 3.07, 3.08.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their oral communication skills for personal, community, learning or employment purposes.</p> <p>Where application is as part of the Certificate I in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of core units such as <i>VU22387 Engage with texts of limited complexity for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Engage in spoken exchanges of limited complexity	<p>1.1 Determine the <b><i>purpose</i></b> and audience for the exchange</p> <p>1.2 Use an appropriate register for the exchange</p> <p>1.3 Use a range of <b><i>interaction conventions</i></b> to maintain and participate in the exchange</p> <p>1.4 Interpret the main ideas in the exchange</p> <p>1.5 Determine the need for additional information</p> <p>1.6 Evaluate the <b>effectiveness of the exchange</b></p> <p>2.1 Determine the purpose and audience for the spoken texts</p>

- |   |  |
|---|--|
| 2 Respond to spoken texts of limited complexity | 2.2 Use a range of <b><i>strategies to interpret the texts</i></b> |
|   | 2.3 Identify and interpret main ideas in texts                     |
|   | 2.4 Identify the <b><i>features of the spoken information</i></b>  |
|   | 2.5 Provide an opinion of the texts                                |

## Required Knowledge and Skills

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

### Required Knowledge:

- key vocabulary related to related to the exchanges including some specialised vocabulary
- interactional strategies to maintain and respond to exchanges
- relationship between register, audience and purpose

### Required Skills:

- oral communication skills to:
  - use sentences with dependent clauses and a range of verb tenses
  - use pronunciation which does not interfere with meaning
- literacy skills to select grammatical structures related to the context of the exchange such as providing an opinion or giving instructions
- problem solving skills to:
  - select appropriate register for the exchange
  - apply conventions to establish and maintain 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.

### ***Purpose*** may include:

- giving instructions
- presenting an argument
- exploring an issue
- solving a problem
- providing an explanation



**Interaction conventions** may include:

- turn taking
- rebuttals
- interruptions
- rephrasing
- discourse indicators for introducing an idea or changing a topic
- identifying cues and non-verbal feedback

**Effectiveness of the exchange** may include:

- choice of register to suit purpose
- use of non-verbal feedback

**Strategies to interpret the texts** may include:

- making simple inferences
- integrating pieces of connected information
- taking notes
- sequencing

**Features of the spoken information** may include:

- tone
- emphasis
- speed
- use of supporting visuals
- use of persuasive language

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- participate in and maintain a range of oral interactions of some complexity using appropriate communication skills and strategies to provide and respond to information in oral texts

**Context of and specific resources for assessment**

Assessment must ensure access to:

- learners or others to participate in oral exchanges
- oral text of some complexity for response

At this level the learner:

works independently and seeks and uses own familiar support resources when support is required

**Use of non-standard English**

Students may speak non-standard English with variations in grammar, usage, stress, intonation and pronunciation. Where these variations do not interfere significantly with the overall intelligibility of the interaction, they should not present barriers to the successful completion of the learning outcomes

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner participating in spoken exchanges
- verbal questioning to assess learner's knowledge of strategies to maintain an oral exchange
- interactive presentations in small groups

<b>Unit Code</b>	<b>VU22391</b>
<b>Unit Title</b>	<b>Create texts of limited complexity for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create a range of familiar and some less familiar handwritten and digital text types of limited complexity for personal purposes. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their personal written communication skills. The unit provides the learner with the skills and knowledge necessary to create everyday texts of limited complexity for personal purposes. It will develop the written communication skills to complete more unfamiliar texts.</p> <p>Where application is as part of the <i>Certificate I in General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22386 Engage with texts of limited complexity for personal purposes</i>. The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22394 Create texts of limited complexity to participate in the community</i></p>
<b>Element</b>	<b>Performance Criteria</b>
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 a range of familiar and some less familiar text types of limited complexity for personal purposes	<p>1.1 Identify and select a range of <b><i>text types of limited complexity related to personal purposes</i></b></p> <p>1.2 Interpret the purpose and audience of the texts</p> <p>1.3 Describe the <b><i>features of the text types</i></b></p>
2 Plan personally relevant handwritten and digital	2.1 Determine the purpose and audience of each text

text types of limited complexity	2.2	Select text types to be created
	2.3	Select the <b>appropriate format</b> and <b>style</b> for the required purpose and gather <b>support materials</b>
	2.4	Collect and organise the information required to create the texts
3 Produce personally relevant handwritten and digital text types of limited complexity	3.1	Plan, sequence and link the content for each text
	3.2	<b>Review</b> each draft text for accuracy and effect
	3.3	Complete final texts

## Required Knowledge and Skills

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

Required Knowledge:

- the major differences between public and private writing
- difference between formal and informal registers
- layout related to specific text types
- generic grammatical forms including personal pronouns and a range of tenses
- process of planning, drafting and proofreading

Required Skills:

- problem solving skills to:
  - locate information for texts to be created
  - identify and match a range of audiences and purposes to text types
  - connect ideas and information related to topic of text
  - use a range of strategies to spell unfamiliar words
  - use grammatical forms for different purposes such as giving explanations”

## 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.

***Text types of limited complexity related to personal purposes*** may include:

- longer familiar and less familiar text types which require integration of a number of ideas and pieces of information
- digital, print/handwritten and visual texts which may include:
- informal and formal messages about familiar and immediate matters:
  - SMS, Twitter, email or hand written message to family member, friend, a child's teacher
  - notes taken from a telephone message
- narrative texts:
  - reflective writing in personal letter
  - short stories / autobiographical accounts
  - diary entries
  - recounts
- expressive text:
  - poetry
  - songs
  - notes in a visual diary
- informative texts:
  - blogs, online posts
  - short articles for newsletters
  - report of limited complexity
- procedural texts:
  - shopping lists
  - reminders, family birthdays
  - simple diary entries
  - notes copied from other sources
  - instructions such as a recipe
  - online
- opinion texts such as opinion letters to local newspapers
- persuasive texts such as presentation of an argument for or against with a recommendation
- formatted texts such as surveys, competition entry forms, accessing goods and services
- texts containing visual elements:
  - digital stories
  - posters / notices / signs
  - labels in a photo album including on social media
- model texts

- collaborative texts

**Audience** may include:

- self only
- immediate family / friends
- local newspaper

**Features of the text types** may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - clearly structured text using structural conventions
  - variation between public and private writing
  - features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of procedural and informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings
  - features of persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation
  - navigation features such as grids, arrows, dot points
  - information formatted into a table
- sentences:
  - consistent use of grammatically correct simple sentence forms
  - use of dependant clauses introduced by words such as 'although', 'when', 'if', and 'while'
  - occasional use of complex and compound sentences
  - use of upper and lower case letters
  - use of generic grammatical forms including personal pronouns and temporal links
  - devices to refer to words or phrases used in previous clauses/sentences
- vocabulary:
  - precise /relevant use of vocabulary
  - use of introductory phrases to indicate an opinion or fact is being offered
  - use of appropriate language for audience and purpose
  - awareness and appropriate / effective use of local varieties of non - standard Australian English slang,
- visuals:
  - photographs
  - symbols
  - drawings / sketches / illustrations / diagrams
  - maps

**Appropriate format** may include:

- handwritten / word processed
- poster
- online such as SMS, blog / email / social media / digital story
- size of words and visuals
- place of colour, symbols

**Style** may include:

- basic structural conventions of text:
  - chronological sequencing of events, identification followed by description
  - consistent use of grammatically correct simple sentence forms
  - occasional use of complex sentences
  - use of upper and lower case letters
- selection of register
- use of vocabulary to convey shades of meaning
- use of some idioms
- use of a range of tenses
- grammatical forms related to specific purposes

**Support materials** may include:

- sample model texts / templates from a range of sources such as:
  - newspaper articles
  - personal letters
  - short stories
- literature, films, documentaries, radio programs
- spoken word resources such as oral history, indigenous narratives

**Review** may include:

- support from the teacher, peers and / or another support person for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience and message
  - appropriateness of layout and register
  - effectiveness of layout features

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.



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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of personally relevant text types
- create one digital and one handwritten, personally relevant text of limited complexity with each text reflecting a different text type

**Context of and specific resources for assessment**

Assessment must ensure access to:

- real / authentic text types for personal purposes
- access to online facilities, communications technology as appropriate

At this level the learner works independently and continues to build and use their own familiar support resources for example they may use familiar support resources such as an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain such as community participation, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner creating personally relevant texts of limited complexity
- portfolio of drafts and completed texts of limited complexity created by the learner
- oral and / or written questioning to assess the ability to identify a range of personally relevant text types for different purposes and audiences and their features

<b>Unit Code</b>	<b>VU22392</b>
<b>Unit Title</b>	<b>Create texts of limited complexity for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create a range of familiar and some less familiar handwritten and digital text types of limited complexity for learning purposes. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their literacy skills in the learning environment and need to develop a range of writing and communication skills associated with creating texts.</p> <p>Where application is as part of the <i>Certificate I in General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22387 Engage with texts of limited complexity for learning purposes</i>. The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22386 Engage with texts of limited complexity for personal purposes</i> and <i>VU22391 Create texts of limited complexity for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a range of familiar and some less familiar text types of limited complexity for learning purposes	<p>1.1 Identify and select a range of <b><i>text types of limited complexity related to learning purposes</i></b></p> <p>1.2 Interpret the <b><i>purpose and audience</i></b> for the texts</p> <p>1.3 Describe the <b><i>features of the text types</i></b></p>
2 Plan learning related handwritten and digital	<p>2.1 Determine the audience and purpose of each text</p> <p>2.2 Select text types to be created</p>

text types of limited complexity	2.3	Select the <b><i>appropriate format</i></b> and <b><i>style</i></b> for the required purpose and gather <b><i>support materials</i></b>
	2.4	Collect and organise the information required to create the texts
3 Produce handwritten and digital text types of limited complexity for learning purposes	3.1	Plan, sequence and link the content for each text
	3.2	<b><i>Review</i></b> each draft text for accuracy and effect
	3.3	Complete final texts

## Required Knowledge and Skills

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

- the major differences between public and private writing
- difference between formal and informal registers
- layout related to specific text types
- generic grammatical forms including personal pronouns and a range of tenses
- process of planning, drafting and proofreading

Required Skills:

- problem solving skills to:
  - locate information for texts to be created
  - identify and match a range of audiences and purposes to text types
  - connect ideas and information related to topic of text
  - use a range of strategies to spell unfamiliar words
  - use grammatical forms for different purposes such as giving explanations

## 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.

***Text types of limited complexity related to learning purposes*** may include:

- longer familiar and less familiar text types which require integration of a number of ideas and pieces of information
- digital, print/handwritten and visual texts which may include:
  - informal and formal email or hand written messages about familiar and immediate matters such as requesting information about an assignment from a fellow class member or the teacher
  - notes taken from a whiteboard
  - notes taken from verbal instructions such as how to complete a task
  - project report
  - simple spreadsheet
  - vocabulary, spelling lists
  - task lists
  - diary entries related to study plans
  - individual learning plans
  - self assessments
  - tests / exercises / reports
  - portfolios
  - labels / labelled diagrams
  - dictation
  - work books
  - journals
  - digital stories
  - reflective writing related to learning experience
  - blogs / text for a webpage
  - collaborative text
  - notes in a visual diary

***Audience and purpose*** may include:

- private or public audiences:
  - self only such as vocabulary lists, notes, task lists
  - class members such as report, summary of research, collaborative work
  - teacher, application for extension of time, message to explain absence
  - organisational such as administration change of address details, enrolment
- Purpose
- personal study or assessment purposes
  - collection of information to prepare for writing activities
  - recording and organising information for regular reference
- organising time such as timeline, homework grid / calendars

**Features of the text types** may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - clearly structured text using structural conventions
  - variation between public and private writing
  - features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of procedural and informative texts transparent organisation, such as sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings
  - features of persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation
  - navigation features such as grids, arrows, dot points
  - information formatted into a table
- sentences:
  - consistent use of grammatically correct simple sentence forms
  - use of dependant clauses introduced by words such as 'although', 'when', 'if', and 'while'
  - occasional use of complex and compound sentences
  - correct use of upper and lower case letters
  - use of generic grammatical forms including personal pronouns and temporal links
  - devices to refer to words or phrases used in previous clauses/sentences
- vocabulary:
  - precise /relevant use of vocabulary
  - use of introductory phrases to indicate an opinion or fact is being offered
  - use of appropriate language for audience and purpose
  - awareness and appropriate / effective use of local varieties of non - standard Australian English slang, dialect, LOTE
- visuals:
  - photographs
  - symbols
  - drawings / sketches / illustrations / diagrams
  - maps

**Appropriate format** may include:

- handwritten / word processed
- SMS / email / digital story
- size of words and visuals
- place of colour, symbols
- PowerPoint presentation
- report / essay / short answer questions
- book review
- reference list
- notes for a classroom presentation
- student evaluation / feedback

**Style** may include:

- basic structural conventions of text:
  - chronological sequencing of events, identification followed by description
  - consistent use of grammatically correct simple sentence forms
  - occasional use of complex sentences
  - use of upper and lower case letters
- selection of register
- use of vocabulary to convey shades of meaning
- use of some idioms
- use of a range of tenses
- grammatical forms related to specific purposes

**Support materials** may include:

- sample model texts / templates from a range of sources such as
- written material, information from the teacher, other students, library texts, online sources

**Review** may include:

- support from the teacher, by peers, by another support person for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose and audience
  - clarity of message
  - appropriateness of layout, register
  - effectiveness of layout features

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of learning related text types
- create one digital and one hand written learning related text of limited complexity with each text reflecting a different text type

### Context of and specific resources for assessment

Assessment must ensure access to:

- real / authentic text types for learning purposes
- access to online facilities, communications technology as appropriate

At this level the learner works independently and continues to build and use their own familiar support resources for example they may use familiar support resources such as an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may be relevant to both domains.

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learner creating learning related texts of limited complexity
- portfolio of drafts and completed learning related texts of limited complexity created by the learner
- oral and / or written questioning to assess the ability to identify a range of learning related text types for different purposes and audiences and their features



<b>Unit Code</b>	<b>VU22393</b>
<b>Unit Title</b>	<b>Create texts of limited complexity to participate in the workplace</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create a range of familiar and some less familiar handwritten and digital text types of limited complexity for learning purposes. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to people seeking to improve their employment participation options by developing a range of writing and communication skills associated with creating employment related texts to.</p> <p>Where application is as part of the <i>Certificate I in General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22388 Engage with texts of limited complexity for employment purposes</i>. The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22386 Engage with texts of limited complexity for personal purposes</i> and <i>VU22391 Create texts of limited complexity for personal purposes</i></p>
<b>Element</b>	<b>Performance Criteria</b>
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 a range of familiar and some less familiar text types of limited complexity p relevant to employment	<p>1.1 Explore a range of <b><i>employment related text types of limited complexity</i></b></p> <p>1.2 Identify the <b><i>purpose</i></b> and <b><i>audience</i></b> of the texts</p> <p>1.3 Identify the <b><i>features of the text types</i></b></p> <p>2.1 Determine the purpose and audience of the text</p> <p>2.2 Select text type to be created</p>

- |   |   |     |  |
|---|---|-----|--|
| 2 | Produce an employment related hand written text of limited complexity | 2.3 | Select the <b><i>appropriate format</i></b> and <b><i>style</i></b>                        |
|   |   | 2.4 | Plan and sequence the <b><i>content</i></b>  |
|   |   | 2.5 | Arrange the features of the text to meet the purpose                                       |
|   |   | 2.6 | <b><i>Review</i></b> the draft text and make any adjustments to the final text as required |
| 3 | Produce an employment related digital text of limited complexity      | 3.1 | Determine the purpose and audience of the digital text                                     |
|   |   | 3.2 | Select the appropriate format and <b><i>style</i></b>                                      |
|   |   | 3.3 | Plan and sequence the content  |
|   |   | 3.4 | Arrange the features of the text to meet the purpose                                       |
|   |   | 3.5 | Review the draft text and make any adjustments to the final text as required               |

#### Required Knowledge:

- stages or processes of writing including planning, drafting and editing
- punctuation conventions of sentence writing such as full stops, commas and question marks
- technical vocabulary and acronyms relevant to the workplace
- difference between formal and informal registers

#### Required Skills:

- problem solving skills to:
  - structure and sequence writing to produce text
  - use punctuation devices such as full stops and commas, capitalisation of letters
  - use grammatical forms for different purposes such as giving explanations”
  - use dependent clauses with simple connectives such as when, if
  - use a range of strategies to spell unfamiliar words
  - identify audience and purpose of hand written and digital texts and use appropriate language

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Employment related text types of limited complexity*** may include

- longer familiar and less familiar text types which require integration of a number of ideas and pieces of information and could include visuals
- digital, print/handwritten and visual texts which may include:
- informative texts:
  - OH&S materials
  - company newsletters
  - routine reports such as an incident report or service provided
  - shift notes
- procedural texts:
  - standard operating procedures
  - job specifications
  - manufacturers' specifications
  - equipment manuals
  - flowcharts
  - customer requirements
- formatted texts:
  - incident report forms / pre-operational checklists
  - material safety data sheets
  - performance appraisal forms
- transactional texts:
  - letters or emails requesting action or response
  - response to customer feedback

***Purpose*** may include:

- request for information
- provision of information about a workplace issue
- compliance / legal / OHS requirements
- invitation to participate in workplace training
- communication of information related to storage, location of products and resources, health and safety
- communication of instructions to complete a process
- communication of changes to procedures

**Audience** may include:

- fellow workers
- immediate superior
- workers in another section
- clients / customers
- visitors / contractors

**Features of the text types** may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - procedural texts with sequential steps and key headings such as standard operating procedures
  - informative texts using a standard format such as general statement, factual description, conclusion such as manufacturer's information, workplace report
  - transactional texts with formal opening, statement of purpose, details, request, action required, formal close
  - persuasive texts in which bias may be explicit or implicit, may use emotive and persuasive language, include facts and opinions, and might follow a standard format such as statement of opinion, argument, summing up or recommendation such as union information
  - formatted texts with headings, numbered sections, sequentially organised information such as safety data sheets, award documentation, workplace forms
  - explicit navigation feature such as, headings, table of contents, site map / menus
- sentences:
  - complex and compound sentences with simple verb tenses and routine word order patterns, for example, instructions, explanations, questions, opinions
  - devices used to refer to words or phrases used in previous clauses/sentences
  - dependent clauses introduced by words such as although, when, if, while
- familiar words / phrases/ abbreviations:
  - vocabulary related to specific workplace or industry environment
  - technical terms related to workplace / industry
  - common idioms
  - acronyms such as OHS/WHS, HR, MSDS
- simple diagrams such as flowcharts of work processes
- numerical information:
  - information which summarises data formatted into a table or chart
  - standard measurements
  - calculations for example ratios,
  - pay rates / costs

**Appropriate format** may include:

- handwritten
- online
- data entry in a database
- spreadsheet
- size of words and visuals
- font
- place of colour, symbols, capitalisation

**Style** may include:

- basic structural conventions of text:
  - chronological sequencing of events, identification followed by description
  - consistent use of grammatically correct simple sentence forms
  - occasional use of complex sentences
  - use of upper and lower case letters
- selection of register
- use of vocabulary to convey shades of meaning
- use of some idioms
- use of a range of tenses
- grammatical forms related to specific purposes

**Content** may include:

- commonly used workplace abbreviations, symbols and icons
- commonly used and specialised words from the immediate workplace environment

**Review** may include:

- using own support resources such as the teacher, peers or spell checker to review:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / message
  - appropriateness of layout, register
- effectiveness of layout features

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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of employment related text types
- produce one digital and one handwritten employment related text of limited complexity with each text reflecting a different text type

**Context of and specific resources for assessment**

Assessment must ensure access to:

- real / authentic employment related texts
- online facilities, communications technology as appropriate

At this level the learner works independently and continues to build and use their own familiar support resources for example they may use familiar support resources such as an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal purposes, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner creating personally relevant texts of limited complexity related to employment purposes
- portfolio of drafts and completed texts of limited complexity created by the learner
- oral and / or written questioning to assess the ability to identify a range of personally relevant text types relevant to employment for different purposes and audiences and their features

<b>Unit Code</b>	<b>VU22394</b>
<b>Unit Title</b>	<b>Create texts of limited complexity to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create a range of familiar and some less familiar handwritten and digital text types of limited complexity to participate in the community. Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 3: 3.05, 3.06.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to develop their writing skills to enable greater access to and participation in community activities. The 'community' can have a range of definitions, depending on the learner's situation and may signify the local environment in the case of rural or regional learners.</p> <p>Where application is as part of the <i>Certificate I in General Education for Adults</i>, it is strongly recommended that application is integrated with the delivery and assessment of <i>VU22389 Engage with texts of limited complexity to participate in the community</i>. The link between Reading and Writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22386 Engage with texts of limited complexity for personal purposes</i> <i>VU22391 Create texts of limited complexity for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a range of familiar and some less familiar text types for community participation	<p>1.1 Identify and select a range of <b><i>text types of limited complexity related to community participation</i></b></p> <p>1.2 Interpret the <b><i>purpose</i></b> and <b><i>audience</i></b> for the selected texts</p> <p>1.3 Describe the <b><i>features of the text types</i></b></p>
2 Plan handwritten and digital text types of limited complexity	<p>2.1 Confirm the purpose of and audience for the texts</p> <p>2.2 Select text types to be created</p>



related to community participation	2.3	Select the <b>appropriate format</b> and <b>style</b> for the required purpose and gather <b>support materials</b>
	2.4	Collect and organise the information required to create the texts
3 Produce handwritten and digital text types of limited complexity related to community participation	3.1	Plan, sequence and link the content for each text
	3.2	Select and use appropriate features to express precise meaning
	3.3	<b>Review</b> texts and check for accuracy
	3.4	Complete final texts

## Required Knowledge and Skills

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

Required Knowledge:

- the major differences between public and private writing
- difference between formal and informal registers
- layout related to specific text types
- generic grammatical forms including personal pronouns, a range of tenses and temporal links/conjunctions
- process of planning, drafting and proofreading

Required Skills:

- problem solving skills to:
  - locate information for texts to be created
  - identify and match a range of audiences and purposes to text types
  - connect ideas and information related to topic of text
  - use a range of strategies to spell unfamiliar words
  - use grammatical forms for different purposes such as giving explanations

## 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.

**Text types of limited complexity related to community participation** may include:

- longer familiar and less familiar text types which require integration of a number of ideas and pieces of information
- digital, print/handwritten and visual texts which may include:

- informal and formal messages about familiar and immediate matters:
  - SMS, Twitter, email or handwritten to familiar others in the community
  - community blog
  - letters in local community newsletter / newspapers
  - online comment to a newspaper
  - letters of support for local community organisations
- narrative texts:
  - scripts for radio presentations
  - family history
  - local history
  - recount for a newspaper article
- expressive and opinion texts such as scripts for radio presentations, article for local paper, response to council request for feedback, objection to proposed local development
- informative texts:
  - posters / leaflets to support community initiatives
  - script for a short talk which may include presentation of visual or other information
  - summary of main points of an argument for or against an issue in the community
  - community announcements and events
- procedural text and formatted texts:
  - instructions for a community activity
  - agendas and minutes for meetings
  - written material to advertise community activities
  - forms / surveys / questionnaires
  - tables / graphs
- visual texts:
  - posters
  - notices / signs

**Purpose** may include:

- to present a position to local community about an issue of local importance
- preparation of a newsletter to support activities of local club
- request to access local government services

**Audience** may include:

- parents
- club members
- users of a community facility
- local government

**Features of the text types** may include:

- text structures that incorporate a number of ideas and include some embedded information and abstraction:
  - clearly structured text using structural conventions
  - variation between public and private writing
  - features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of procedural and informative texts such as transparent organisation, sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings
  - features of persuasive texts which include facts and opinions, standard format such as statement of opinion, argument, summing up or recommendation
  - navigation features such as grids / arrows / dot points
  - information formatted into a table
- sentences:
  - consistent use of grammatically correct simple sentence forms
  - use of dependant clauses introduced by words such as 'although', 'when', 'if', and 'while'
  - occasional use of complex and compound sentences
  - correct use of upper and lower case letters
  - use of generic grammatical forms including personal pronouns and temporal links
  - devices to refer to words or phrases used in previous clauses/sentences
- vocabulary:
  - precise /relevant use of vocabulary
  - use of introductory phrases to indicate an opinion or fact is being offered
  - use of appropriate language for audience and purpose
  - awareness and appropriate / effective use of local varieties of non-standard Australian English slang / LOTE
- visuals:
  - photographs / drawings / sketches / illustrations / diagrams
  - symbols / maps
  - interactive touch screens

- Appropriate format** may include:
- handwritten / word processed
  - visual / poster
  - online such as SMS / blog, email / online formatted texts
  - size of words and visuals
  - place of colour, symbols

- Style** may include:
- basic structural conventions of text:
    - chronological sequencing of events, identification followed by description
    - consistent use of grammatically correct simple sentence forms
    - occasional use of complex sentences
    - use of upper and lower case letters
  - selection of register
  - use of vocabulary to convey shades of meaning
  - use of some idioms
  - use of a range of tenses
  - grammatical forms related to specific purposes

- Support materials** may include:
- word processing program
  - electronic presentation software program
  - materials for poster / flyer
  - sample texts / templates
  - written and / or online community related material and information

- Review** may include:
- support from the teacher, peers and / or another support person for:
    - spelling and punctuation
    - grammatical accuracy
    - clarity of purpose / audience and message
    - appropriateness of layout and register
    - effectiveness of layout features

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of text types relevant to community participation
- create one digital and one hand written, personally relevant community related text of limited complexity with each text reflecting a different text type

**Context of and specific resources for assessment**

Assessment must ensure access to:

- real, authentic text types from the community
- access to online facilities, communications technology as appropriate

At this level the learner works independently and continues to build and use their own familiar support resources for example they may use familiar support resources such as an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner creating personally relevant community related texts of limited complexity
- portfolio of drafts and completed texts of limited complexity created by the learner
- oral and / or written questioning to assess the ability to identify a range of community related text types for different purposes and audiences and their features

<b>Unit Code</b>	<b>VU22395</b>
<b>Unit Title</b>	<b>Work with a range of numbers and money in familiar and routine situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop numeracy skills related to interpreting, using and calculating with a range of whole numbers, decimals, routine fractions and percentages and money in familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.</p> <p>Learners at this level work independently and continue to build and use their own familiar support resources. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 &amp; 3.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and compare whole numbers,	1.1 Use <b><i>place value concepts for whole numbers and decimals</i></b> to interpret and compare numbers

decimals, routine fractions and percentages	1.2	Use the meaning of <b><i>routine common fraction and percentages</i></b> to interpret and compare numbers
	1.3	Convert between <b><i>equivalent common fraction, decimal and percentage forms</i></b> in order to compare numbers
2 Perform routine, multi-step calculations with numbers and money in familiar situations	2.1	Make <b><i>an initial estimate</i></b> when undertaking calculations
	2.2	Perform <b><i>routine multi step calculations</i></b> with numbers and money in <b><i>familiar situations</i></b> including making an <b><i>initial estimate</i></b> and where appropriate converting between equivalent common fraction, decimal and percentage forms
	2.3	Use and apply <b><i>order of arithmetic operations</i></b> to solve routine two step calculations
	2.4	Use and apply <b><i>common rates</i></b> in familiar or routine situations
	2.5	Check the <b><i>reasonableness of results</i></b> against initial estimate, context of problem and personal knowledge/experience

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in texts and materials
- place value to read, write and interpret decimals and large whole numbers
- decimals, common fractions and percentages and their common equivalent forms
- informal and formal language of number to compare and interpret decimals, common fractions and percentages
- techniques used to make initial estimations and check results of calculations in relation to the context

### Required Skills:

- communication and literacy skills to read and interpret relevant, familiar texts and diagrams

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.



**Place value concepts for whole numbers and decimals** refers to:

- the relationship between numeral position and numerical value
- the decimal point is clearly identified as a separator between whole number and part of a whole number such as dollar and part of a dollar
- learners should be familiar with a range of numbers from thousandths to millions
- a transition needs to be made slowly from interpreting \$0.25 as 25 cents to 25 hundredths to a quarter of a dollar, for example

**Routine common fraction and percentages** may include:

- common fractions including halves, thirds, quarters, fifths, tenths, hundredths
- common percentages such as 20%, 15%, 40%, 75%, 100%

**Equivalent common fraction, decimal and percentage forms** may include:

- converting between common fraction, decimal and percentage forms for simplification of calculations, such as 0.25 or 25% to  $\frac{1}{4}$ , or halving instead of using 50%, or dividing by 10 instead of working out 10%
- common fractions including halves, thirds, quarters, fifths, tenths, hundredths
- decimals to 3 decimal places
- common percentages such as 20%, 15%, 40%, 75%, 100%

**Initial estimate** refers to:

- using number facts and rounding to make an initial estimate of an expected result/answer - if it is not evident in the context, the accuracy required needs to be discussed and clearly established

**Routine multi step****calculations** may include:

- familiar/routine calculations that use more than one operation chosen from +, −, × or ÷ which may be the same operation, and/or include a percentage or fraction calculation as one of the steps)
- familiar/routine multi- step calculations with common fractions or percentages such as 20% of \$45 or  $\frac{3}{4}$  of \$56
- calculations using familiar 'in head' methods where appropriate such as × or ÷ by 2, 10, 100 and also by pen and paper and by using a calculator or other technological processes and tools
- division by decimal values and long division may be worked out on a calculator
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality

**Familiar situations** may include:

- shopping
- planning holidays
- purchasing household items
- reading and working with household bills, advertising leaflets, catalogues, sale pricelists
- Standard Operating Procedures
- financial papers such as bank statements, budgets, salary statements, pay packets

**Order of arithmetic operations** refers to:

- the priority order of multiplication and division over addition and subtraction and the use of brackets in writing down two-step calculations involving + or −, with × is introduced and explained based on appropriate real life examples and how it applies to the use of some calculators such as purchasing one item at one cost (\$5) and 3 of another item at a different unit cost (\$6) gives  $5 + 3 \times 6$  which can give answers of 48 or 23

**Common rates** may include:

- simple common routine rates:
  - \$/kg, how much would you pay for 2.5 kg of potatoes at \$1.69 per kg
  - \$/m about how many metres of material at \$5.99 per metre would you get for \$20
  - a calculation of a medicine or pet food dosage based on ml/kg

**Reasonableness of results**

refers to:

- where appropriate, making a comparison of final result to initial estimate to provide a reality check of the value
- referral to context to decide if the result is possible and relevant or needs revising or modification
- prior knowledge may lead to comparison to previous experiences and therefore decide whether result is appropriate or not

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use the concept of place value and the associated language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to thousandths
- identify and compare routine fractions and percentages including using equivalent common fraction, decimal and percentage forms
- undertake a range of routine, multi-step calculations with numbers and money and make initial estimates of results in familiar situations and confirm results

**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level, the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams
- use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner performing routine multi step calculations with numbers and money in familiar situations
- portfolio of completed routine, multi-step calculations with numbers and money in contexts relevant to the learner
- oral or written questioning to assess the ability to interpret and compare whole numbers, decimals, routine fractions and percentages

<b>Unit Code</b>	<b>VU22396</b>
<b>Unit Title</b>	<b>Work with and interpret directions in familiar and routine situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop numeracy skills related to the interpretation and use of familiar maps or street directories, and giving and following directions which are part of the learners' familiar and routine situations in their personal, public, work or education and training lives. Their communication about these mathematical ideas will be a combination of spoken and written responses.</p> <p>Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 &amp; 3.11. t</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and interpret familiar maps or street directories   | 1.1 Read, interpret and use <b>key features and conventions</b> on <b>familiar maps and street directories</b> to locate and describe particular places, locations or routes |
|   | 1.2 Use <b>simple scale indicators</b> to estimate or calculate distances on <b>familiar maps</b>  |
| 2 Interpret and use routine maps or street directories to follow and give oral and written directions | 2.1 Create <b>sketch maps</b> and use <b>oral and written directions</b> to give and follow directions, checking on the effectiveness of the given directions                |
|   | 2.2 Use a range of <b>formal and informal language of position</b>   |

## Required Knowledge and Skills

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

Required Knowledge:

- signs / prints/ symbols represent meaning in diagrams, maps and street directories
- key features and conventions such as distance, directions, simple scales, labels, symbols and keys on maps and plans
- informal and formal oral and written mathematical language of position and location
- position and location to give and follow directions

Required Skills:

- literacy skills to read relevant, familiar written instructions and diagrams, including maps and street directories
- communication skills to use the formal and informal language of position

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Key features and conventions** include:

- indexes in directories to identify pages and grid references (co-ordinates)
- common symbols such as those for information, police, public transport, main routes, traffic lights, parks

**Familiar maps and street directories** may include:

- maps of local area, street directories, maps or plans of shopping centres and educational institutions
- familiar online maps and street directories and GPS navigation devices

**Simple scale indicators** refers to:

- ones which uses simple distance and length units such as 1cm = 10km – use of a ratio scale is not required at this level and a learner should use ruler, string or other aids to determine distance from a map

**Sketch maps** should be:

- reasonably accurate, simple and uncluttered

**Oral and written directions** may include:

- simple, short and clear oral directions covering two or three changes in direction
- locations between buildings in a large institution, from one workplace to another or from home to the local shopping centre
- simple and brief written directions supported by sketched diagrams or maps

**Formal and informal language of position** may include:

- over/under
- in front/behind
- left/right
- up/down
- through / opposite / on the corner / next to / in between
- more formal North, South, East, West
- clockwise/anticlockwise;  $\frac{1}{2}$  turn,  $\frac{1}{4}$  turn; 180o degree turn, grid references
- a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use key features and conventions in maps and street directories to locate particular places, locations or routes including estimating distances
- use informal and formal language of location and direction to describe the location of particular places or routes on maps and street directories
- use and apply key features and concepts of position, including using sketch maps, to give and follow oral and written directions

**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams
- use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner giving and following directions or using plans in outside locations
- portfolio of sketch maps completed by the learner
- oral and / or written questioning to assess the ability to use the formal and informal language of position



<b>Unit Code</b>	<b>VU22397</b>
<b>Unit Title</b>	<b>Work with measurement in familiar and routine situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop numeracy skills related to estimating, measuring and calculating everyday quantities including with time and dates, which are part of the learners' routine and less familiar situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.</p> <p>Learners at this level work independently and continue to build and use their own familiar support resources. The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 &amp; 3.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Estimate, measure and calculate routine quantities                        | 1.1 Use and interpret the <b><i>concepts and units of measure for routine quantities</i></b> including using <b><i>suitable symbols and abbreviations</i></b><br>1.2 Make an initial <b><i>estimate of measurement</i></b> and perform <b><i>correct measurements</i></b> using appropriate <b><i>tools and instruments</i></b><br>1.3 <b><i>Convert measures</i></b> of length, mass, and capacity/volume within the metric system<br>1.4 Perform <b><i>routine and familiar calculations</i></b> with relevant measurements are performed<br>1.5 Check <b><i>reasonableness of results</i></b> and interpret results in terms of original purpose and the context |
| 2 Interpret, use and calculate with time in familiar and routine situations | 2.1 Read and use <b><i>time measuring and/or recording devices</i></b> to interpret, estimate and calculate with time in <b><i>familiar and routine situations</i></b><br>2.2 Use <b><i>symbols and language related to time</i></b> to communicate results of <b><i>calculations involving time</i></b><br>2.3 Identify and use the <b><i>relationship between units of time</i></b> to convert between units of time  |

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in measurement contexts, materials and diagrams
- routine units of metric measurement and conversions between metric units
- units of time and their representation
- knowledge of decimals and common fractions in relation to measurement and time
- informal and formal language of number in relation to measurement and time
- knowledge of abbreviations associated with measurement and time

### Required Skills:

- communication and literacy skills to read relevant, familiar texts and diagrams and communicate results of calculations
- problem solving skills to estimate, measure and calculate with everyday quantities and time using familiar measuring instruments including time measuring and/or recording devices

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Concepts and units of measure for routine quantities*** should include:

- routine measurements for temperature, length, height, mass, volume/capacity
- common routine measurements for perimeter and simple area
- areas of non-rectangular shapes estimated by counting squares such as for areas of hands, leaves, curved shapes
- rectangular areas based on an understanding of the formula  $\text{Area} = \text{length} \times \text{width}$  developed from counting squares and seeing the pattern and relationship between the units along the length and width
- angle as a rotation with a full turn =  $360^\circ$  and recognition of right angles as  $90^\circ$  and estimating angles in relation to less or more than  $90^\circ$  and  $180^\circ$

***Suitable symbols and abbreviations*** may include:

- the words, symbols and conventions for familiar or routine measurement units and rates such as litres, l, millilitres, ml, \$/m, \$/l, \$/kg
- names, abbreviations and symbols of the units of measurement within the metric system such as centimetre (cm), millimetre (mm), kilometre (km), millilitre (ml)

***Estimate of measurement*** refers to:

- a rough estimate is appropriate unless a specific accuracy is requested by the assessor
- use of common personal body referents such as hand spans

***Correct measurements*** refers to:

- measurement made from starting point, especially where the instrument does not start at zero, the accuracy asked for is given

***Tools and instruments*** may include:

- tape measures / rulers
- kitchen / bathroom scales
- thermometers / medicine glasses
- measuring cups / spoons

**Convert measures** refers to:

- conversions such as mm-cm-m-km, ml-l, g-kg and vice versa
- tonne and kilolitre only if specific need arises
- converting may require fractions or decimal notation where this is the appropriate form needed such as 3,500 m is 3  $\frac{1}{2}$  km or 3.5km

**Routine and familiar calculations** refers to:

- familiar/routine calculations that use one or two operations chosen from +, −, × or ÷
- calculations using familiar 'in head' methods where appropriate and also by pen and paper and by using a calculator
- division by small whole numbers only
- division by decimal values and long division which may be worked out on a calculator
- simple common routine rates related to measurement such as \$/kg, \$/m

**Reasonableness of results** refers to:

- answers being given in required units and accuracy as appropriate to task such as sugar measure is in g not kg, *pinch* of salt is a few grams
- amount is realistic given the context

**Time measuring and/or recording devices** may include:

- digital and analogue time pieces / alarm clocks
- paper based or electronic calendars
- timers on ovens / washing machines

**Familiar and routine situations** may include:

- recording entries in paper based or electronic calendars
- timing of tasks and processes in Standard Operating Procedures
- checking timetables / television program guides
- establishing due dates for bill payments

**Symbols and language related to time** may include:

- oral and written language of time such as hours, minutes, days, weeks, fortnight, months, years and their respective abbreviations
- semesters, seasons before/after, longer/shorter later, earlier, day before yesterday, first, second, between, due date

**Calculations involving time**  
may include:

- total length of time for a number of different times such as adding work shifts, TV programs
- difference in time between different durations or dates such as work shifts, TV programs, days between two dates

**Relationship between units of time** may include:

- minutes and hours where 60min = 1hr, 30min = 1/2hr
- weeks in a month or hours in a day
- days in a year

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- estimate and use appropriate metric units to measure a range of routine quantities
- undertake routine and familiar calculations with relevant measurements including to convert between metric units appropriately
- select and use familiar measurement tools to measure and compare measurements
- read, use and calculate with times and dates

**Context of and specific resources for assessment**

Assessment must ensure:

- use of concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams
- use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner estimating, measuring and calculating routine quantities and calculating with time in situations relevant and familiar to the learner
- portfolio of correct measurements and calculations performed by the learner in contexts relevant to the learner
- oral or written questioning to assess the ability to use time measuring and/or recording devices

<b>Unit Code</b>	<b>VU22398</b>
<b>Unit Title</b>	<b>Work with and interpret statistical information in familiar and routine texts</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop numeracy skills related to interpreting and comprehending familiar chance statements and working with, constructing and interpreting statistical tables and graphs related to learners' familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.</p> <p>Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 &amp; 3.11</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Collect familiar data and construct tables and	1.1 <b><i>Collect and record data</i></b> in tables manually or in spreadsheets

familiar and routine graphs	1.2	Represent data in <b>graphical form</b> using the <b>key features and conventions of graphs</b> manually or using appropriate software
	1.3	Check the appropriateness and accuracy of the <b>statistical representation</b> against the context of the problem
2 Interpret statistical information in familiar and routine tables and graphs	2.1	<b>Interpret and describe</b> the meaning of data in tables, graphs or charts and accompanying <b>text</b> , using a range of <b>descriptive informal and formal language</b>
	2.2	Check the <b>reasonableness of any statistical interpretation</b> against context of the problem and personal knowledge/experience

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in texts such as in newspapers, online, on utility bills and in notices and documents
- key features and conventions of tables and graphs
- informal and formal language of number and data to read, write and communicate about statistical results and information

### Required Skills:

- communication and literacy skills to read relevant, familiar texts that incorporate tables and graphs
- problem solving skills to interpret tables and graphs to identify appropriate numerical and statistical information
- planning and organising skills to collect data and create tables and graphs

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.



**Collect and record data in tables** refers to:

- data which can be whole numbers, percentages, decimals and simple common fractions found in statistical information
- data collected can be existing data or new data developed with assistance
- deciding the categories/headings required to organise the data with assistance
- grouping data where required data can be entered into hard copy tables or into a word processing package or spreadsheet

**Graphical form** may include:

- pictographs
- column/bar graphs
- line graphs
- pie charts which should be produced using graphing tools in software such as Excel or Word or with a provided a pie chart template

**Key features and conventions of graphs** refers to:

- values/variables which are correctly identified, plotted and labelled, sensible scales and axes are used
- the scale should be worked out with assistance if requested and be appropriate in terms of size and readability
- scales created should count in 1's, 2's, 5's, 10's or 100's and can be expressed as percentages

**Statistical representation** refers to:

- deciding if the constructed table(s) and graph(s) represent the data accurately and are appropriate for the data and the context such as are the variables on the axes correctly represent the data, are the scales appropriate, is it the right type of graph for the data
- prior knowledge may lead to comparison to previous experiences and therefore decide whether the result is appropriate or not

**Text** may include:

- newspapers / magazine journal articles
- workplace documents
- relevant online texts or information
- public information documents
- advertising leaflets / catalogues
- timetables

***Descriptive informal and formal language*** includes:

- maximum / minimum
- same as
- increasing / decreasing
- constant / changing

***Reasonableness of any statistical interpretation*** refers to:

- checking against the context to decide if the results and interpretations are possible and relevant
- using prior knowledge to compare to previous experiences and therefore deciding whether result is appropriate
- thinking about the results in terms of personal implications, social consequences, and how the statistics were used and applied

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- collect and organise data into tables
- use data to construct a range of graphs using appropriate scales and axes
- use key features and conventions of tables and graphs to identify and interpret familiar and routine statistical information
- use the informal and formal language of numbers, graphs and tables to interpret and convey familiar statistical information and results

**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible
- access to software spreadsheet applications and computer hardware where appropriate

At this level, the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of tables and graphs completed by the learner
- oral and written questioning to assess the ability to communicate statistical results and information

<b>Unit Code</b>	<b>VU22399</b>
<b>Unit Title</b>	<b>Work with design and shape in familiar and routine situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop numeracy skills related to identification, comparison, construction and drawing of familiar two-dimensional and three-dimensional shapes and designs which are part of the learners' familiar and routine situations in their personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.</p> <p>Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 &amp; 3.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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.

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|--|--|
| <p>1 Interpret illustrations, plans and diagrams of routine two and three-dimensional shapes</p> | <p>1.1 Classify, identify and describe common <b>two-dimensional</b> and <b>three-dimensional shapes</b> located in <b>familiar and routine situations</b> using both <b>informal and formal language of shape</b></p> <p>1.2 Read and <b>interpret plans and diagrams</b> representing familiar three-dimensional objects to see if they are representative of the original object and vice versa</p> |
| <p>2 Draw plans and assemble models of routine three-dimensional shapes</p>                      | <p>2.1 Draw and represent, using diagrams and plans, common two-dimensional and three-dimensional shapes located in familiar and routine situations</p> <p>2.2 Assemble <b>three-dimensional models</b> from given instructions and nets</p>   |

## Required Knowledge and Skills

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

Required Knowledge:

- signs / prints/ symbols represent meaning in relation to shapes and designs
- common two-dimensional and three-dimensional shapes
- the informal and formal language of shape
- the features and conventions of plans and drawings and instructions related to assembling shapes

Required Skills:

- communication and literacy skills to read relevant, familiar texts, diagrams, illustrations, and plans and communicate using the informal and formal language of shape
- problem solving skills to estimate, measure and draw plans and diagrams using familiar drawing and measuring instruments

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Two-dimensional shapes** include:

- shapes visible in the environment in particular:
  - square, rectangle, triangle, circle, diamond
  - where appropriate pentagon, hexagon which may appear as road signs and advertisements

**Three-dimensional shapes** include:

- cylinder, cone, cube, cuboid/rectangular prism
- pyramids and spheres as they are represented in real objects in familiar situations

**Familiar and routine situations** may include:

- packaging
- buildings
- furniture
- gardening and landscaping situations
- household or workplace objects
- signage

**Informal and formal language of shape** may include:

- rectangle / square / triangle / circle / sphere / cube / cylinder / pyramid
- horizontal / diagonal / vertical / parallel / sides / edges / corners and faces / curved / crescent / star / oval / heart-shaped
- a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

**Interpret plans and diagrams** refers to:

- identifying and describing key features and conventions on plans or diagrams and matching relevant aspects and characteristics between the plan and the actual item e.g. match sides / angles / corners
- routine and familiar plans, diagrams and drawings such as floor plans / garden plans / builders, architects or landscaping plans / assembly instructions / dressmaking / craft patterns

**Three-dimensional models** refers to:

- models made from various materials assembled following written instructions such as:
  - instructions to build a box
  - assembling shape from a net of the object
  - instructions for creating Christmas decorations or bonbons

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- sort, classify and describe a range of two-dimensional and three-dimensional shapes and designs that exist in real situations
- draw and interpret plans of common three-dimensional shapes
- follow plans and instructions to assemble three-dimensional shapes from nets

**Context of and specific resources for assessment**

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner drawing plans and assembling models of routine three-dimensional shapes
- portfolio of shapes drawn by the learner to represent common two-dimensional and three-dimensional shapes found in the learner's own environment
- oral or written questioning to assess the ability to identify and interpret illustrations, plans and diagrams of routine two and three-dimensional shapes relevant to the learner

<b>Unit Code</b>	<b>VU22400</b>
<b>Unit Title</b>	<b>Work with and interpret numerical information in familiar and routine texts</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop numeracy skills related to locating and recognising a range of whole numbers, decimals, routine fractions and percentages which are part of numerical information partly embedded in routine texts. Learners can then use those numbers to perform simple multi-step calculations which are part of their' familiar personal, public, work or education and training lives. Learners will communicate these mathematical ideas using a combination of written and spoken responses.</p> <p>Learners at this level work independently and continue to build and use their own familiar support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 3: 3.9, 3.10 &amp; 3.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics. Mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 numerical information partly embedded in familiar and routine texts                       | 1.1 Interpret and use oral and written <b>numerical information</b> including whole numbers, decimals and <b>routine, common fractions and percentages</b> which are <b>partly embedded</b> in <b>familiar and routine texts</b><br><br>1.2 Use <b>place value concepts for whole numbers and decimals</b> to interpret and compare numbers partly embedded in text<br><br>1.3 Use the meaning of routine common fraction and percentages to interpret and compare numbers partly embedded in text  |
| 2 Perform routine, multi-step calculations with numbers partly embedded in familiar and routine texts | 2.1 Extract numerical information including whole numbers, decimals and routine fractions and percentages partly embedded in text, and determine an appropriate <b>mathematical process or calculation</b> to solve the given mathematical task<br><br>2.2 Make an <b>initial estimate</b> when undertaking calculations<br><br>2.3 Perform <b>routine multi step calculations</b> with numbers in familiar situations including making an initial estimate and where appropriate converting between <b>equivalent common fraction, decimal and percentage forms</b><br><br>2.4 Check the <b>reasonableness of results</b> against initial estimate, context of problem and personal knowledge/experience |

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in texts and materials
- place value to read, write and interpret decimals and large whole numbers
- decimals, common fractions and percentages and their common equivalent forms
- informal and formal language of number to compare and interpret decimals, common fractions and percentages
- techniques used to make initial estimations and check results of calculations in relation to the context

### Required Skills:

- communication and literacy skills to read relevant, familiar texts and identify decimals, common fractions and percentages when partly embedded 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.

***Numerical information*** may include:

- numbers into the millions
- fractions including halves, thirds, quarters, fifths, tenths, hundredths
- decimals to 3 decimal places
- common percentages such as 20%, 15%, 40%, 75%, 100%,

***Routine, common fractions and percentages*** may include:

- common fractions including halves, thirds, quarters, fifths, tenths, hundredths
- common percentages such as 20%, 15%, 40%, 75%, 100%,

***Partly embedded*** means:

- the maths involved is found within a familiar and routine text where some scanning and reading is required to be able to interpret, locate and extract the necessary mathematics

***Familiar and routine texts*** may include:

- newspaper or magazine articles
- workplace documents such as Standard Operating Procedures
- online information
- public information documents
- advertising leaflets / catalogues,

***Place value concepts for whole numbers and decimals*** refers to:

- the relationship between numeral position and numerical value
- the decimal point is clearly identified as a separator between whole number and part of a whole number such as a dollar and part of a dollar
- familiarity with a range of numbers from thousandths to millions
- making a transition slowly from interpreting, for example, \$0.25 as 25 cents to 25 hundredths to a quarter of a dollar

**Mathematical process or calculation** may include:

- $+$ ,  $-$ ,  $\times$ ,  $\div$ , a conversion, ordering values, simple fractions of whole numbers, simple '% of' such as 50%, 25%, 10%, 20%
- fractions, decimals, percentages converted to equivalent values such as  $25\% = \frac{1}{4} = 0.25$ , in situations where fractions and percentages are quoted in the same problem making a comparison difficult; or where one form of a fraction may be more difficult to work with; or where a measurement is quoted in different ways, such as  $2\frac{1}{4}$  m and 2.250 m

**Initial estimate** refers to:

- using number facts and rounding to make an initial estimate of an expected result/answer - if it is not evident in the context, the accuracy required needs to be discussed and clearly established

**Routine multi step calculations** include:

- familiar/routine calculations that use more than one operation chosen from  $+$ ,  $-$ ,  $\times$  or  $\div$  which can be the same operation, and/or include a percentage or fraction calculation as one of the steps
- calculations should be done using familiar 'in head' methods where appropriate, such as  $\times$  or  $\div$  by 2, 10, 100 etc. and also by pen and paper and by using a calculator or other technological processes and tools
- division by decimal values and long division may be worked out on a calculator
- when working with money, rounding off should be to the nearest 5 cent or 1 cent to reflect practical reality

**Equivalent common fraction, decimal and percentage forms** may include:

- converting between common fraction, decimal and percentage forms for simplification of calculations, such as 0.25 or 25% to  $\frac{1}{4}$ , or halving instead of using 50%, or dividing by 10 instead of working out 10%

**Reasonableness of results** refers to:

- where appropriate, making a comparison of final result to initial estimate is made to provide a reality check of the value
- referral to context to decide if the result is possible and relevant or needs revising or modification
- prior knowledge may lead to comparison to previous experiences and therefore decide whether result is appropriate or not

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- read, extract and interpret numerical information partly embedded in a range of familiar and routine texts
- use the concept of place value and the associated language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to thousandths
- identify and compare routine fractions and percentages including using equivalent common fraction, decimal and percentage forms
- undertake routine, multi-step calculations with numbers and make initial estimates of results in familiar situations and confirm the results

### Context of and specific resources for assessment

Assessment must ensure:

- access to concrete, relevant contexts and materials where the maths content is partly embedded but accessible

At this level, the learner can:

- work independently and use own familiar support resources
- use a combination of both informal and formal oral and written mathematical language, symbols, abbreviations and diagrams
- use a blend of “in the head” methods, pen and paper methods and calculators or technological processes and tools

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner identifying and comparing routine fractions and percentages, including using equivalent common fraction, decimal and percentage forms, in situations that are familiar situations
- portfolio of routine, multi-step calculations which include initial estimates
- oral and written questioning to assess the ability to use the concept of place value and the language of numbers to interpret, compare and talk about whole numbers into the thousands and decimals to the thousandths

<b>Unit Code</b>	<b>VU22401</b>
<b>Unit Title</b>	<b>Undertake a simple investigation of science in the community</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to undertake a simple research project on a scientific issue and its impact on an individual or the community.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b>	<b>Performance Criteria</b>
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 scientific issue	1.1 Identify an <b><i>issue of scientific research or development</i></b> 1.2 Identify the <b><i>scientific basis</i></b> of the issue 1.3 Determine the <b><i>general effects</i></b> of the issue
2 Investigate the scientific issue	2.1 Develop a <b><i>plan</i></b> to investigate the scientific issue in consultation with a <b><i>relevant person</i></b> 2.2 Select appropriate <b><i>investigation methods</i></b> in consultation with a relevant person 2.3 Follow the plan and identify the <b><i>impact</i></b> of the issue 2.4 Record the results of the investigation using <b><i>appropriate scientific terminology</i></b>
3 Report on the investigation	3.1 <b><i>Present</i></b> the findings of the investigation 3.2 Discuss the impact of the issue on an individual or the community

### Required Knowledge and Skills

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

**Required Knowledge:**

- meaning making strategies
- scientific terminology to enable information and ideas to be expressed verbally and in writing

**Required Skills:**

- planning and organising skills to develop and follow a plan
- literacy skills to:
  - identify the main idea and key and supporting information in texts related to the issue
  - record findings of investigation
- oral communication skills to:
  - develop a plan and identify appropriate investigation methods with a relevant person
  - discuss and convey information about the impact of the scientific issue under investigation

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Issue of scientific research or development** may include:

- an area that has a scientific basis which has generated new knowledge:
  - environmental such as sewerage systems, strategies for environmentally sound recycling of organic wastes, traffic/pollution management
  - industrial such as manual handling practices to promote safety, fatigue management
  - personal such as health, such as improvements in asthma treatment or hygiene practices in the home and work place, sport
  - principles of science such as conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/toys
- applications of science:
  - technology such as telephone, electric light, new water saving shower heads, calculators
  - substance such as medicinal drugs, catalysts in industry
  - processes such as water management in the community, water purification, waste management
- a scientific interest that has affected an outcome(s) at a personal, community or society level:
  - genetic engineering
  - space program
  - drug testing on animals and /or humans
  - the latest transplant technologies
  - knowledge of force and lifting resulting in machines for lifting humans and objects
  - medicine and the germ theory of disease leading to hygiene practices
  - stem cell research
  - impact of diet on overall health and well being
  - renewable energy sources / impact of fossil fuels

**Scientific basis** may include:

- physics, astronomy, chemistry, biochemistry, virology, biology, archaeology, environment, geology and meteorology
- a combination of areas of science in an application such as biological and psychological understanding applied to the care to animals in zoos or parks

**General effects** may include:

- benefits/improvements
- disadvantages/harm



**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Investigation methods** may include:

- observation
- interview
- collection of data or evidence

**Impact** may include:

- physical and/or psychological benefits or damages
- changes in lifestyle
- financial gains/costs for individuals and the community
- ethical issues

**Appropriate scientific terminology** may include:

- language of scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report
- appropriate terms such as cells, atomic, nuclear, solar heredity, genetic, energy, ergonomic

**Present** may include:

- using everyday language and some scientific language to talk, write or present informal or formal reports
- using diagrams, graphics or photographs
- identifying or commenting on conclusions in the information

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- plan and conduct a simple investigation of a scientific issue and its impact on an individual or the wider community, and report on the outcomes using appropriate scientific terminology

### **Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate
- sources of information related to scientific issue

### **Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner undertaking a scientific investigation
- portfolio showing evidence of:
  - a plan and its development
  - research and findings

<b>Unit Code</b>	<b>VU22402</b>
<b>Unit Title</b>	<b>Undertake a simple investigation of health and well being</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to undertake a simple research project on an issue related to health and well-being.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b> Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b> Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Select a health and well-being issue	1.1 Identify an <b>issue</b> which has an effect on health and well being 1.2 Identify the <b>body systems</b> and the <b>functions</b> which could be affected by the issue 1.3 Outline the <b>general effects of the issue</b>
2 Investigate the health and well-being issue	2.1 Develop a <b>plan</b> to investigate the health and well-being issue in consultation with a <b>relevant person</b> 2.2 Select appropriate <b>investigation methods</b> in consultation with a relevant person 2.3 Follow the plan and identify the <b>impact</b> of the issue 2.4 Record the results of the investigation using <b>appropriate scientific terminology</b>
3 Report on the investigation	3.1 <b>Present</b> the findings of the investigation 3.2 Discuss the impact of the issue on an individual or the community

### Required Knowledge and Skills

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

**Required Knowledge:**

- meaning making strategies
- scientific terminology to enable information and ideas to be expressed verbally and in writing

**Required Skills:**

- planning and organising skills to develop and follow a plan
- literacy skills to:
  - identify the main idea and key and supporting information in texts
  - record findings
- oral communication skills to:
  - develop a plan and identify appropriate investigation methods with a relevant person
  - discuss the impact of the health and well-being issue under investigation

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Issue*** may include:

- different types of human diets including their impact on characteristics such as blood pressure, weight, energy levels, teeth
- function of the blood bank including processes, uses for blood and parts of blood, social and religious issues raised in the use of blood
- importance of the pulse in Western medicine, alternative medicine, Eastern medicine
- sun sense and skin cancer
- genetically modified food

***Body systems*** may include:

- the main body systems:
  - circulatory, respiratory, digestive, skeletal, urinary, nervous, muscular reproductive, endocrine, immune (lymph) and integumentary (skin)
- individual groupings such as the five senses

***Functions*** may include:

- circulatory–transport nutrients to and waste products away from each cell
- skeletal–to support the body and bone marrow supplies blood and lymph cells

**General effects of the issue** may include:

- benefits/improvements
- disadvantages/harm

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Investigation methods** may include:

- observation
- interview
- collection of data or evidence

**Impact** may include:

- an aspect of the human body from the cellular level, tissue level, organ or system level or the organism level
- bone marrow and its role in a healthy and/or unhealthy body, such as cancer
- the pulse and factors that influence pulse rate
- knowledge of nutrient quality of foods available
- access to assistance through specialists and /or agencies
- environmental factors such as sunlight, length of day, allergens
- life situations such as housing, hygiene, facilities
- attitude, fears, anxiety, anger management, emotional responses
- key structure and function of the brain
- biological rhythms: sleep, drugs, consciousness
- memory, cognition, perception, sensation, emotions, stress, coping mechanisms, motivation, temperaments, traits
- conditioning, sensitisation, hypnosis, humanism
- impact of illness on self-image

**Appropriate scientific terminology** may include:

- digestion, food groups, carbohydrates, protein, oils, vitamins, minerals, nutrients, carcinogens, additives
- cellular level: living things composed of cells
- tissue level: cells organised into tissues; skin, lining of digestive and reproductive tract; blood as oxygen and nutrient carrier , adipose tissue
- organ and system level: heart, lungs, pulse rate, blood pressure, skin colour and texture, body odour, teeth, smell, hearing, taste, nails, appetite, thirst
- organism level: healthy food pyramid; variety of food sources and diets; stress and distress; housing, shelter; exercise; hygiene, clean environment; energy needs of the living body to maintain adequate health

**Present** may include:

- using everyday language and some scientific language to talk, write or present informal or formal reports
- using diagrams, graphics or photographs
- identifying or commenting on conclusions in the information

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- plan and conduct a simple investigation of a health and well-being issue, and report on the outcomes using appropriate scientific terminology

### **Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate
- sources of information related to investigation

### **Method(s) of assessment**

The following assessment methods are suitable for this unit:

- observation of the learner undertaking a scientific investigation related to health and well being
- portfolio showing evidence of:
  - a plan and its development
  - research and findings

<b>Unit Code</b>	<b>VU22403</b>
<b>Unit Title</b>	<b>Undertake a simple investigation of an environmental issue</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to undertake a simple investigation of an environmental issue
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b> Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b> Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Select an environmental issue	1.1 Identify an <b><i>environmental issue</i></b> 1.2 Identify the <b><i>key scientific aspects</i></b> of the issue
2 Investigate the environmental issue	2.1 Develop a <b><i>plan</i></b> to investigate the environmental issue in consultation with a <b><i>relevant person</i></b> 2.2 Select appropriate <b><i>investigation methods</i></b> in consultation with a relevant person 2.3 Follow the plan and identify the <b><i>impact</i></b> of the issue 2.4 Record the results of the investigation using <b><i>appropriate scientific terminology</i></b>
3 Report on the investigation	3.1 <b><i>Present</i></b> the findings of the investigation 3.2 Discuss the impact of the issue on an individual or the community

### Required Knowledge and Skills

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



**Required Knowledge:**

- meaning making strategies to interpret information related to investigation
- scientific terminology related to investigation to enable information and ideas to be expressed verbally and in writing

**Required Skills:**

- planning and organising skills to develop and follow a plan
- literacy skills to:
  - identify the main idea and key and supporting information in texts related to investigation
  - record findings of investigation
- oral communication skills to:
  - develop a plan and identify appropriate investigation methods with a relevant person
  - discuss the impact of the environmental issue under investigation

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Environmental issue*** may include:

- protecting the environment and identifying the arguments involved such as water conservation and drought
- negative effects on the environment that have occurred as a result of human intervention, air pollution/petrol consumption
- climate change
- mining and impact on land and waterways

***Key scientific aspects*** may include:

- the atmosphere and how it protects the earth, its structure and composition; its effect on living things such as the ozone layer; oxygen and carbon dioxide, water cycles
- response of plants to light, water or nutrients in the soil
- domestic use of water including an examination of the purpose and importance of water
- the water cycle
- global warming
- changes to ecosystems

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Investigation methods** may include:

- observation
- interview
- collection of data or evidence

**Impact** may include:

- positive and negative effects of human interaction with the environment and human intervention

**Appropriate scientific terminology** may include:

- scientific reporting format such as aim, method, observations and result, discussion and conclusion
- terminology relating to food, water, warmth, light, air, homes, habitat, other organisms

**Present** may include:

- using everyday language and some scientific language to talk, write or present informal or formal reports
- using diagrams, graphics or photographs
- identifying or commenting on conclusions in the information

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- plan and conduct a simple investigation of an environmental issue, and report on the outcomes of the investigation using appropriate scientific terminology

### Context of and specific resources for assessment

Assessment must ensure access to:

- computers and the internet where appropriate
- sources of information related to environmental issue investigated

### Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of the learner undertaking a scientific investigation related to the environment
- portfolio showing evidence of:
  - a plan and its development
  - research and findings

<b>Unit Code</b>	<b>VU22404</b>
<b>Unit Title</b>	<b>Undertake a simple investigation of physical behaviour of energy and matter</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to undertake a simple scientific investigation related to relationships and factors that affect the physical behaviour of energy and matter
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b> Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b> Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify the physical behaviour of energy and matter	1.1 Identify and measure a limited range of <b><i>forms of energy</i></b> 1.2 Select a <b><i>factor</i></b> which affects the physical behaviour of solids, liquids and gases for investigation
2 Examine the physical behaviour of energy and matter	2.1 Develop a <b><i>plan</i></b> to conduct <b><i>simple experiments</i></b> on the physical behaviour of energy and matter in consultation with a <b><i>relevant person</i></b> 2.2 Conduct simple experiments on the physical behaviour of energy and matter are conducted
3 Report on the investigation	3.1 <b><i>Present</i></b> the findings of the experiments 3.2 Discuss the findings of the experiments using <b><i>appropriate scientific terminology</i></b>

### Required Knowledge and Skills

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

**Required Knowledge:**

- meaning making strategies to interpret information related to investigation
- scientific terminology appropriate to investigation to enable information and ideas to be expressed verbally and in writing

**Required Skills:**

- planning and organising skills to develop and follow a plan for the investigation
- literacy skills to:
  - identify the main idea and key and supporting information in texts
  - record findings of the investigation
- oral communication skills to:
  - develop a plan and identify appropriate investigation methods with a relevant person
  - discuss findings of the investigation

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Forms of energy*** may include:

- those used in everyday life:
  - heat / light
  - sound
  - electricity
  - motion

***Factor*** may include:

- how we gain energy from wind, sun, water, geothermal, nuclear, fossil fuel
- behaviour of matter such as air, water, wood, metal, glass, paper under similar conditions, for example when heated, when hit or when contained
- physical or mechanical forces, attraction and repulsion; static electricity, gravity and how things fall
- sound energy

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Simple experiments** may include:

- tracing the path of energy changes when making a cup of tea
- investigating friction by measuring and comparing the different times taken by a toy car to roll down first a smooth slope, and then a rough slope
- investigating the forces that act on an object as it moves through the air and design a parachute and paper plane that harness these forces
- describing lightning, include why it can be dangerous and some safe practices during thunder storms
- describing a wind farm and energy changes and transfers
- building a working torch that can be switched on and off
- making a simple musical instrument that produces at least two sounds and describe the principles involved

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Present** may include:

- using everyday language and some scientific language to talk, write or present informal or formal reports about science and society
- using diagrams, graphics or photographs
- identifying or commenting on conclusions in the information

**Appropriate scientific terminology** may include:

- scientific reporting format such as aim, method, observations and result, discussion and conclusion
- vocabulary such as energy, motion, heat, states of matter, hard, soft, malleable, conduct, insulate, steam, ice, boil, freeze, vaporise, atoms, bonds

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- plan and conduct simple experiments to identify factors that affect the behaviour of energy and matter in everyday life, and report on the outcomes using appropriate scientific terminology

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate
- sources of information related to the investigation

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner conducting simple experiments to identify factors that affect the behaviour of energy and matter in everyday life
- portfolio showing evidence of:
  - a plan and its development
  - findings
- group discussion to assess the ability to discuss findings using appropriate terminology

<b>Unit Code</b>	<b>VU22405</b>
<b>Unit Title</b>	<b>Undertake a simple investigation of chemical behaviour of matter</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to undertake a simple research project on factors that affect the chemical behaviour of matter
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b> Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b> Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify common chemicals and processes	1.1 Identify a limited range of <b>common chemicals</b> 1.2 Identify the <b>classification</b> of the common chemicals 1.3 Identify common <b>chemical processes and changes</b> 1.4 Select <b>common substances</b> for investigation
2 Examine chemical behaviour	2.1 Develop a <b>plan</b> to conduct <b>simple experiments</b> to investigate the chemical behaviour of common substances in consultation with a <b>relevant person</b> 2.2 Conduct simple experiments to investigate chemical behaviour of common substances 2.3 Record the results of the experiments using <b>appropriate scientific terminology</b>
3 Report on the investigation	3.1 <b>Present</b> the findings of the experiments 3.2 Discuss the findings of the experiments using appropriate scientific terminology

### Required Knowledge and Skills

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



**Required Knowledge:**

- meaning making strategies to interpret information related to investigation
- scientific terminology related to investigation to enable information and ideas to be expressed verbally and in writing

**Required Skills:**

- planning and organising skills to develop and follow a plan
- literacy skills to:
  - identify the main idea and key and supporting information in texts
  - record findings of the investigation
- oral communication skills to:
  - develop a plan and identify appropriate investigation methods with a relevant person
  - discuss findings of the investigation

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Common chemicals*** may include:

- chemicals normally found in the home
  - cleaning agents
  - vinegar
  - baking soda

***Classification*** may include:

- salts
- acids
- alkalines

***Chemical processes and changes*** may include:

- boiling, evaporation, filtering, condensing, fermentation, combustion, freezing, caramelising, crystallisation, mixing

***Common substances*** may include:

- solid
- liquid
- gas

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS /WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Simple experiments** may include:

- comparing observable physical properties of common substances
- building a simple rocket powered by a chemical reaction produced when vinegar and baking powder are combined
- designing and conducting a procedure to obtain pure water and salt crystals from a sample of seawater
- using cabbage juice to test pH of substances
- using a CSIRO soil kit to test pH of soil
- relating simple procedures to prepare and separate mixtures which could include evaporation, boiling, filtering, centrifuging, chromatography, condensation
- investigating and describing chemical changes that occur when some everyday chemicals are mixed such as baking soda and vinegar
- identifying characteristics of physical change including change of state, mixing (not reacting) and reversibility
- identifying chemical change by observing the presence of new substances during reactions such as fermentation, bread making with yeast
- growing crystals
- demonstrating the difficulty of reversing a chemical change compared to reversing a physical change
- describing physical and chemical changes in substances that are encountered in everyday life such as combustion, caramelising, rusting of metals, evaporation
- using temperature to change the rate of reaction – fast and slow reactions

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Appropriate scientific terminology** may include:

- scientific reporting format such as aim, method, observations and result, discussion and conclusion
- terminology such as dissolve, solution, element, compound, mixture, atom, chemical, reaction, boiling point, freezing point, evaporate, condense, heat, acid, base

**Present** may include:

- using everyday language and some scientific language to talk, write or present informal or formal reports about science and society
- using diagrams, graphics or photographs
- identifying or commenting on conclusions in the information

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify and classify common chemicals
- plan and conduct a simple investigation to identify chemical processes or changes, and report on the outcomes using appropriate scientific terminology

### Context of and specific resources for assessment

Assessment must ensure access to:

- computers and the internet where appropriate
- sources of information related to the investigation

### Method(s) of assessment

The following are suggested assessment methods for this unit:

- observation of the learner conducting simple experiments to determine the effects of chemical processes or changes
- portfolio showing evidence of:
  - a plan and its development
  - findings of investigation
- group discussion to assess the ability to discuss findings using appropriate terminology
- oral or written questioning to assess knowledge of common chemicals and their classification

<b>Unit Code</b>	<b>VU22406</b>
<b>Unit Title</b>	<b>Undertake a simple investigation of how the earth, moon and sun interact</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to undertake a simple investigation on the effects of the interaction between the earth, moon and sun.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b> Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b> Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan an investigation of the interaction between the earth, moon and sun	1.1 Identify the <b><i>general effects</i></b> of the <b><i>interaction</i></b> between the earth, moon and sun 1.2 Develop a <b><i>plan</i></b> to conduct <b><i>simple experiments</i></b> to investigate the effects of the interaction between the earth, moon and sun in consultation with a <b><i>relevant person</i></b>
2 Examine the interaction between the earth, moon and sun	2.1 Conduct simple experiments to investigate the effects of the interaction between the earth, moon and sun 2.2 Record the results of the investigation using <b><i>appropriate scientific terminology</i></b>
3 Report on the investigation	3.1 <b><i>Present</i></b> the findings of the investigation 3.2 Discuss the findings of the investigation using appropriate scientific terminology

### Required Knowledge and Skills

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

**Required Knowledge:**

- meaning making strategies to interpret information related to investigation
- scientific terminology relevant to the investigation to enable information and ideas to be expressed verbally and in writing

**Required Skills:**

- planning and organising skills to develop and follow a plan
- literacy skills to:
  - identify the main idea and key and supporting information in texts
  - record findings of the investigation
- oral communication skills to:
  - develop a plan and identify appropriate investigation methods with a relevant person
  - discuss findings of the investigation

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***General effects*** may include:

- seasons: summer, winter, spring, autumn, wet, dry, monsoonal
- tides
- the day/night cycle
- time and the process of measuring and recording time
- the atmosphere

***Interaction*** refers to:

- the relative positions of the earth, moon and sun and the effects that the earth, moon and sun have on each other

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Simple experiments** may include:

- making a scale model of the solar system
- study of time pieces including water clocks, sand clocks, candle clocks, pendulum clocks, watches, calendars
- model or role play of the relative actions of the earth sun and moon
- making a sundial
- investigating features of the atmosphere by describing an imaginary trip in a weather balloon
- model eclipses
- investigating the formation and activity of volcanoes
- investigating whether the length of daylight in winter is the same for different places in Australia
- preparing a timeline of the history of ideas about earth's place in the solar system and universe
- describing different methods for keeping track of time through human history
- comparing the description and importance of the seasons in other cultures

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Appropriate scientific terminology** may include:

- scientific reporting format such as aim, method, observations and result, discussion and conclusion
- vocabulary such as day, year, seasons, solar system, planet, satellite, moon, gaseous, terrestrial, orbit, rotation; revolution, ocean, continents, islands, coral atolls, mountains, biosphere, atmosphere

**Present** may include:

- using everyday language and some scientific language to talk, write or present informal or formal reports about science and society
- using diagrams, graphics or photographs
- identifying or commenting on conclusions in the information

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- plan and conduct a simple investigation into the effects of the interaction between the earth, moon and sun, and report on the outcomes using appropriate scientific terminology

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate
- sources of information related to the investigation

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner conducting simple experiments to identify the effects of the interaction between the earth, moon and sun
- portfolio showing evidence of:
  - a plan and its development
  - findings of investigation
- group discussion to assess the ability to discuss findings using appropriate terminology



<b>Unit Code</b>	<b>VU22407</b>
<b>Unit Title</b>	<b>Undertake a simple investigation of factors for continuity of life</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to undertake a simple investigation on the conditions and the processes required for life and its continuation.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b>  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b>  Performance criteria describe the required performance needed to demonstrate achievement of the element – they identify the standard for the element. Where bold/italicised text is used, further information or explanation is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan a simple scientific observation of a living entity	1.1 Select a <b><i>living entity</i></b> for observation in consultation with a <b><i>relevant person</i></b>  1.2 Develop a <b><i>plan</i></b> to investigate the <b><i>conditions and processes required for survival</i></b> of the living entity in consultation with a relevant person
2 Conduct a simple scientific observation of a living entity	2.1 Observe and record the <b><i>characteristics of the living entity</i></b> that allow it to survive using <b><i>appropriate scientific terminology</i></b>  2.2 Observe and record the conditions required for survival of the living entity using appropriate scientific terminology  2.3 Record the <b><i>key stages of the life cycle</i></b> of the living entity using appropriate scientific terminology
3 Report on the scientific bases of the living entity	3.1 <b><i>Present</i></b> the findings of the observation  3.2 Describe the <b><i>scientific bases</i></b> of processes required for continuation of life of the living entity using appropriate scientific terminology

## Required Knowledge and Skills

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

### Required Knowledge:

- meaning making strategies to interpret information related to investigation
- scientific terminology relevant to the investigation to enable information and ideas to be expressed verbally and in writing

### Required Skills:

- planning and organising skills to develop and follow a plan
- literacy skills to:
  - identify the main idea and key and supporting information in texts
  - record findings of the investigation
- oral communication skills to:
  - develop a plan and identify appropriate investigation methods with a relevant person
  - discuss findings of the experiments

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Living entity*** may include:

- plants
- human beings
- domestic or farm animals
- insects
- planted seeds
- micro-organisms
- bacteria
- food chains

***Relevant person*** may include:

- supervisor
- mentor / teacher
- team members

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Conditions and processes required for survival** may include:

- conditions or factors of habitats that help living things to survive
- biotic factors (weather conditions, availability of water) that help living things to survive
- biotic factors (predators, availability of food, competitors, disease) that help living things to survive
- temperature, solar radiation, water, atmosphere, oxygen, nitrogen, carbon dioxide, soil, minerals
- interdependent relationships between living things
- food chains

**Characteristics of the living entity** may include:

- nutrients needed in order to survive
- reproductive parts
- genetic make-up
- inherited characteristics
- life cycle

**Appropriate scientific terminology** may include:

- scientific reporting format such as aim, method, observations and result, discussion and conclusion
- terminology such as: living, non-living, dead, recycle, reproduce, inherit, evolve, habitat, ecosystem, fossil, producer, consumer, decomposer, food web, pollution, environment, biological control, diversity

**Key stages of the life cycle** may include:

- birth
- reproduction
- death

**Present** may include:

- using everyday language and some scientific language to talk, write or present informal or formal reports about investigation
- using diagrams, graphics or photographs
- identifying or commenting on conclusions in the information

**Scientific bases** may include:

- simple explanations of precipitation, infiltration, evaporation, transpiration, condensation
- how fossils are used to understand past life
- reproduction and its role in plants and animals
- processes of reproduction in a flowering plant or in a placental mammal
- description of the process of fossil development and what a fossil represents
- a family tree with appropriate symbols and terminology
- decomposers

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- plan and conduct a simple investigation into the conditions and the processes required for life and its continuation, and report on the outcomes using appropriate scientific terminology

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate
- sources of information related to the investigation

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- observation of the learner conducting and recording a simple scientific observation of a living entity
- portfolio showing evidence of:
  - a plan and its development
  - findings of investigation
- oral or written questioning to assess the ability to identify the scientific bases of processes required for continuation of life of the living entity and to use scientific terminology

<b>Unit Code</b>	<b>VU22408</b>
<b>Unit Title</b>	<b>Identify the Australian electoral system</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to develop familiarity with the Australian system of government and participation in the electoral process.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners wishing to develop their general knowledge to enable them to participate in the Australian electoral system and as a means of developing their literacy and numeracy skills</p> <p>Where application is as part of the Certificate I in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills reading units <i>VU22386 Engage with texts of limited complexity for personal purposes</i> or <i>VU22389 Engage with texts of limited complexity to participate in the community</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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	1.1 Identify the levels of government in Australia 1.2 Outline the role of each level of government 1.3 Identify the <b>key players</b> in federal, state and local government
2 Describe the election process in Australia	2.1 Outline the key <b>steps taken in the election process</b> 2.2 Outline the main features of the <b>Australian voting system</b> 2.3 Locate a range of <b>election material</b> provided as part of the election process
3 Describe the electoral rights and responsibilities of residents and citizens of Australia	3.1 Identify <b>sources of information</b> about participating in the electoral system

- 3.2 Identify the advantages of participating in the electoral system
3. Identify the **requirements to participate** in an election in Australia

## Required Knowledge and Skills

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

Required Knowledge:

- specialised vocabulary related to elections and election processes
- texts have different audiences and different purposes

Required skills:

- literacy skills to:
  - interpret basic structural conventions of text such as informative texts with impersonal tone, headings, writer's views expressed as facts and which might follow a standard format such as general statement, factual description, conclusion
  - draw on a range of de-coding and meaning-making strategies to make sense of text
- oral communication skills to convey information about text including an opinion about its effectiveness

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Key players** may include:

- members of parliament
- governor general
- prime minister / state premiers
- mayor
- councillors

**Steps taken in the election process** may include:

- calling the election
- election campaign
- voting
- counting the votes/preferences
- declaration or results

**Australian voting system** may include:

- preferential voting
- proportional representation
- secret ballot
- compulsory voting

**Election material** may include:

- candidate campaign information
- newspaper articles
- television/radio reports
- how to vote cards
- ballot papers

**Sources of information** may include:

- Australian Electoral Commission
- Victorian Electoral Commission
- media

**Requirements to participate** include:

- age requirements
- citizenship requirements
- electoral enrolment

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- interpret information on systems of Australian government
- interpret information on election processes
- interpret information on electoral rights and responsibilities of Australian citizens

**Context of and specific resources for assessment**

Assessment must ensure access to:

- sources of information about the Australian electoral system
- computer hardware/software and internet access as appropriate



**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- direct observation of the learner interpreting information and making meaning of information related to the Australian electoral system
- oral or written questioning to assess knowledge of the levels of government

<b>Unit Code</b>	<b>VU22409</b>
<b>Unit Title</b>	<b>Investigate the legal system</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to become familiar with the Australian legal system and the ways in which it can be accessed.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners wishing to develop their general knowledge of the legal system and their literacy and numeracy skills.</p> <p>Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills reading units <i>VU22386 Engage with texts of limited complexity for personal purposes</i> or <i>VU22389 Engage with texts of limited complexity to participate in the community</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 civil and criminal law</p> <p>1.2 Identify the rights and responsibilities of the police in Australia</p> <p>1.3 Outline the main features of the <b>court system</b> and the role of each court</p> <p>1.4 Identify methods of punishment in Australia</p>
2 Access information about legal representation	<p>2.1 Identify key features of the system of <b>legal representation</b></p> <p>2.2 Locate <b>legal resources</b> in the community</p> <p>2.3 Describe the process of accessing legal representation</p>

## Required Knowledge and Skills

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

**Required Knowledge:**

- specialised vocabulary related to features of the legal system
- texts have different audiences and different purposes

**Required skills:**

- literacy skills to:
  - interpret basic structural conventions of text such as informative texts with impersonal tone, headings, writer's views expressed as facts and which might follow a standard format such as general statement, factual description, conclusion
  - draw on a range of de-coding and meaning-making strategies to make sense of text
- oral communication skills to convey and discuss information about the legal system

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Court system*** includes:

- Supreme
- High
- Magistrate
- County

***Legal representation*** includes:

- solicitor / barrister / queens counsel
- judge and jury

***Legal resources*** may include:

- legal aid
- solicitors
- information about human rights and equal opportunity

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- source legal information including identifying sources of legal support in the community
- interpret information about the legal system and legal representation

**Context of and specific resources for assessment**

Assessment must ensure access to:

- sources of information about aspects of the legal system
- computer hardware/software and internet access as appropriate

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- direct observation of the learner interpreting information in, and making meaning of information related to the Australian legal system
- portfolio of information on the Australian legal system sourced by the learner
- verbal or written questioning to assess learner's knowledge of the features of the legal system

<b>Unit Code</b>	<b>VU22410</b>
<b>Unit Title</b>	<b>Investigate driving and owning a car</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to develop familiarity with the requirements of driving a car in Australia and issues surrounding motor vehicle ownership.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners wishing to develop their knowledge of basic requirements for driving in Australia and issues surrounding motor vehicle ownership.</p> <p>Where application is as part of the Certificate I in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills reading unit <i>VU22386 Engage with texts of limited complexity for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 requirements for driving in Australia	<p>1.1 Identify the <b><i>legal requirements</i></b> for driving in Australia</p> <p>1.2 Identify <b><i>road requirements particular to the local area</i></b> as appropriate</p> <p>1.3 Identify ways in which a driver may lose a licence</p>
2 Describe the process of buying a car	<p>3.1 Identify <b><i>sources</i></b> where cars can be purchased</p> <p>3.2 Identify the advantages and disadvantages of each source</p> <p>3.3 Identify some of the <b><i>considerations</i></b> when buying a car</p> <p>3.4 Identify the <b><i>responsibilities</i></b> of a car owner</p>

## Required Knowledge and Skills

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

**Required Knowledge:**

- legal requirements for driving and owning a vehicle in Australia
- specialised vocabulary related to purchasing and owning a car
- texts have different audiences and different purposes

**Required Skills:**

- literacy skills to interpret basic structural conventions of text such as :
  - informative texts with impersonal tone
  - headings
  - writer's views expressed as facts and
  - texts which might follow a standard format such as general statement, factual description, conclusion

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Legal requirements*** may include:

- licences / status of International Licence / speed limits
- driving age
- medical conditions
- probationary periods
- road laws
- alcohol and other drugs

***Road requirements particular to the local area*** may include:

- toll roads and payment options
- speed limits
- single lane bridges or roads
- unfenced roads and livestock
- traffic free zones for special events
- road conditions
- wildlife

***Sources*** may include:

- used and new car retail outlets
- car auctions
- private sales
- online car sales

**Considerations** may include:

- available budget
- new or second hand
- size
- model/body style
- securing loans
- economy/fuel consumption/fuel types
- maintenance and repair costs

**Responsibilities** may include:

- registration
- roadworthiness
- running costs
- insurance

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- source and interpret information on requirements for driving in Australia
- interpret information about purchasing cars

### Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on legal requirements for driving and owning a vehicle in Australia
- computer hardware/software and internet access as appropriate

### Method(s) of assessment

The following are suggested assessment methods for this unit:

- portfolio of information on requirements for driving and owning a vehicle in Australia compiled by the learner
- observation of the learner engaging with information about owning a car
- oral or written questioning to assess the learner's knowledge of requirements for driving in Australia





<b>Unit Code</b>	<b>VU22411</b>
<b>Unit Title</b>	<b>Research pathways and produce a learning plan and portfolio</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to investigate pathway options and plan skills development, in discussion with an appropriate support person. The learner will develop and maintain a portfolio of evidence over time. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Learning at Level 4: 4.01, 4.02.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners with personal, learning, employment and community participation goals. The learning plan documents an agreed program that the learner will undertake during the course to identify possible pathways, plan, document, and monitor progress towards achieving learning goals. The learner will also develop and maintain a portfolio of evidence which documents achievement and monitoring of course goals.
<b>Element</b>	<b>Performance Criteria</b>
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 potential pathways	<p>1.1 Discuss a range of <b><i>pathway options</i></b> with an appropriate support person</p> <p>1.2 Access and note information about possible options</p>
2 Clarify learning goals	<p>2.1 Identify <b><i>learning goals</i></b> in relation to identified options</p> <p>2.2 Explore any additional skills requirements related to identified options</p> <p>2.3 Identify any gaps in own current skills and knowledge</p> <p>2.4 Discuss <b><i>previous experiences</i></b> in relation to achieving identified goals</p> <p>3.1 Discuss the <b><i>purposes</i></b> of an individual learning plan</p>

- |  |   |
|--|---|
| 3 Design and implement an individual learning plan | 3.2 Identify and discuss the <b>features</b> and <b>components</b> of an individual learning plan |
|  | 3.3 Determine the processes for developing an individual learning plan                            |
|  | 3.4 Document the individual learning plan   |
| 4 Prepare portfolio of completed work samples      | 4.1 Identify <b>possible audiences and uses</b> for the portfolio                                 |
|  | 4.2 Identify <b>requirements of the portfolio</b>   |
|  | 4.3 Select and discuss <b>types of evidence</b> for inclusion                                     |
|  | 4.4 Assemble <b>examples of evidence</b> for portfolio  |
| 5 Monitor and update the individual learning plan  | 5.1 Review progress towards end-of-course goals and objectives                                    |
|  | 5.2 Determine <b>factors which contributed to success</b> in meeting goals                        |
|  | 5.3 Identify <b>barriers</b> to success and propose potential solutions                           |
|  | 5.4 Evaluate individual learning plan and revise as necessary                                     |

## Required Knowledge and Skills

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

**Required Knowledge:**

- purpose and benefit of documenting learning and monitoring and reviewing learning goals
- potential barriers and potential solutions to achieving learning goals

**Required Skills:**

- oral communication skills to participate in interactions to discuss and clarify aspects of the learning plan such as purpose and processes to support development of the plan
- literacy skills to:
  - read and interpret a range of information about potential options
  - apply research skills to locate information relevant to own goals and options
  - gather and use information to support development of the plan
  - draw on previous experiences to inform development of the plan
- problem solving skills to:
  - identify, select and organise evidence for the portfolio
  - compare own skills to learning goals and options to identify achievable steps
- self-management skills to:
  - determine own learning approaches
  - evaluate own skills and knowledge to identify gaps

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Pathway options*** may include:
- further study
  - vocational qualifications
  - employment
  - community participation

**Learning goals** may include:

- improving reading, writing and numeracy skills for a variety of purposes:
  - further study
  - employment
  - community participation
  - health and well being
  - support for others
  - self-improvement
- gaining new skills and knowledge
- specific competencies
- target qualifications
- new career
- career advancement

**Previous experiences** can include:

- work experience
- volunteer or recreational experience
- family responsibilities
- study including formal schooling or informal learning
- health and other personal matters
- any possible barriers to completion

**Purposes** may include:

- assisting the learner to plan systematically for the attainment of goals
- as a tool to monitor progress
- to assist the transition of the learner to his/ her preferred options at the end of the course

**Features** may include:

- short term goals and indicators of success
- long term goals and indicators of success
- actions and activities to be undertaken, including monitoring arrangements
- potential issues and strategies
- potential learning approaches
- responsibilities
- timelines

**Components** may include:

- self-assessment of learner's needs
- negotiation and development of long term goals  
identifying one or two short term specific objectives
- determination of tasks and progress to achieve goals and objectives
- agreement as to who is responsible for the implementation of each task
- identification of additional support persons:
  - Community Advocates and Learning Partners/Indigenous community members
  - case workers and personal carers
  - career counsellors
  - peer support
  - family members

**Possible audiences** may include:

- employers
- program managers and teachers
- employment agencies
- self
- family

**Possible uses** may include:

- documenting progress towards achievement of goals
- documenting competencies
- building a picture of personal attributes
- identifying areas for further skill development
- documenting employability skills

**Requirements of the portfolio** may include:

- methods of organisation such as by date, topic area, unit of study
- format such as on-line, folder, e-portfolio

**Types of evidence** may include:

- collections of samples compiled by the learner
- products with supporting documentation
- journal/log book

**Examples of evidence** may include:

- audience and purpose specific
- evidence of proof reading for spelling and punctuation
- evidence of logical order

**Factors which contribute to success** may include:

- documenting a learning program
- selecting and applying appropriate strategies
- transferring learning from one area to a new area
- practising new skills
- accessing teacher, peers, other interested parties if necessary

**Barriers** may include:

- current life circumstances such as physical, mental, emotional or social constraints
- previous negative learning experiences
- cultural differences

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify and clarify potential pathway options and learning goals to achieve them
- undertake a self-assessment of own skills and identify factors which may affect own learning
- develop and document a learning plan in relation to identified goals and monitor and update the learning plan when necessary
- compile a portfolio according to requirements

**Context of and specific resources for assessment**

Assessment must ensure access to:

- on-going access to appropriate persons and support resources to assist with development of the plan if requested
- relevant information

Assessment of performance requirements in this unit is best undertaken over the course of the program so learning goals can be reviewed and amended.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- oral or written questioning using interviews or self-assessments to assess knowledge of the purpose of learning plans and potential barriers to the achievement of identified goals
- direct observation of the learner participating in the process of developing and monitoring a learning plan or completing tasks for the portfolio
- portfolios to evidence achievement of identified goals consisting of :
  - collections of samples compiled by the learner
  - product with supporting documentation
  - journal/log book

<b>Unit Code</b>	<b>VU22412</b>
<b>Unit Title</b>	<b>Implement and review a project</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to develop a project proposal, design and plan the project, carry out the project and evaluate the outcome. It encompasses selection of an activity, developing a plan, and preparing the required resources. Learners at this level work independently and initiate and use support from a range of established resources.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who need to develop a range of literacy, numeracy and oral communication skills through practical application in an activity as part of a project. Content for the unit can be drawn from any area of learner interest or need. The project can be completed either individually or as a member of a group. It can be completed in a range of contexts such as in the workplace or in the community.
<b>Element</b>	<b>Performance Criteria</b>
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 Propose a project	1.1 Investigate and select an area of interest or need 1.2 Identify and confirm proposed <b>project goals</b> with appropriate people 1.3 Evaluate current skills, knowledge and interests in relation to the proposal
2 Plan the project	2.1 Confirm the <b>elements</b> of the project 2.2 Determine the <b>processes</b> for completing the project 2.3 Identify <b>responsibilities</b> of those involved in the project 2.4 Identify and access required resources
3 Document the project	3.1 Develop and complete an <b>action plan</b>



- |   |                      |   |
|---|----------------------|---|
|   | 3.2                  | Record work undertaken to meet project goals  |
| 4 | Complete the project | 4.1 Conduct research and gather relevant information<br>4.2 Undertake project tasks efficiently<br>4.3 Monitor activities against action plan<br>4.4 Revise and amend action plan as needed.                                |
| 5 | Evaluate the project | 5.1 Identify and analyse <b>factors which contributed to success</b> in meeting goals<br>5.2 Examine <b>barriers</b> to success and ways to address them<br>5.3 Determine strategies which can be applied to other contexts |

## Required Knowledge and Skills

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

### Required Knowledge:

- basic project methodology to complete the project
- potential barriers and strategies to address these

### Required Skills:

- oral communication skills to:
  - participate in interactions to discuss project proposals and own interests and skills
  - initiate interaction to seek feedback and clarification related to the project
  - use vocabulary specific to the project
- literacy skills to:
  - gather and analyse information from a variety of sources
  - read and interpret a range of information
  - record information related to the progress and completion of the project
- problem solving skills to:
  - identify and address issues and barriers which arise
  - make adjustments to the project plan to enable successful completion
  - identify and obtain resources required for the project
- self-management skills to:
  - follow and monitor an action plan and related activities
  - determine own skills and interests and match these to a suitable project proposal
  - work within an identified time frame

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Project goals*** may include:

- completion of an activity:
  - newsletter
  - recipe book
  - a class activity, such as an outing, a morning tea
  - a community activity, such as a sporting club fundraiser,
  - preparation of a biography using digital stories
  - design and produce a community mural
  - work in a community garden
  - problem solve better ways of working with a piece of machinery, completing a process
- previous experiences related to identified goals:
  - work experience
  - volunteer or recreational experience
  - managing family responsibilities
  - study including formal schooling or informal learning
  - health and other personal development matters

***Elements*** may include:

- what:
  - goals
  - evaluation strategies
  - resource requirements such as equipment, tools, people
  - contingencies if there are problems
- who:
  - support
  - expert advice
  - team members
- why:
  - value
  - relevance
- how:
  - steps and milestones
- when:
  - timelines
- where

**Processes** may include:

- brainstorming ideas and concepts for projects
- establishing advantages and disadvantages of working with others or individually

**Responsibilities** may include:

- roles of team members
- role of team leader
- reporting problems

**Action plan** may include:

- commencement dates
- roles and responsibilities
- tasks
- completion dates

**Factors which contributed to success** can include:

- transferring learning from one area to a new area
- applying appropriate teamwork strategies
- practising new skills
- seeking support of teacher, peers, other interested parties when needed
- role definitions
- applying problem solving techniques
- developing co-operative learning techniques

**Barriers** may include:

- current life circumstances such as physical, mental, emotional or social constraints
- cultural differences
- multiple roles and responsibilities

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- select an activity/topic according to own skills and interests; determine project goals ; access resources; plan, design and carry out the project
- monitor the project against the project plan and document activities
- evaluate the project including successful outcomes and barriers to completion of the project

**Context of and specific resources for assessment**

Assessment must ensure access to:

- texts and information to support the project and/or activities selected
- resources to complete the project for example facilities such as libraries and computers
- access to support people such as community “experts” or other experts

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of examples related to the completion of the project such as:
  - project action plan
  - journal/log book recording project-related activities
  - collections of samples compiled by the learner such as photos, written materials, visual materials
  - final product of the project
- direct observation of the learner planning and carrying out the project
- oral or written questioning to confirm understanding of the actions undertaken to complete the project and difficulties encountered

<b>Unit Code</b>	<b>VU22413</b>
<b>Unit Title</b>	<b>Engage with a range of complex texts for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to engage with complex texts for personal purposes. The focus of the unit is on interpreting a range of structurally complex paper based and web based text types which are relevant to personal purposes and which may include some specialisation and non-routine contexts. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their personal literacy skills who need to develop a range of reading skills both in a paper based and digital context. Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit <i>VU22418 Create a range of complex texts for personal purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22414 Engage with a range of complex texts for learning purposes</i> and <i>VU22419 Create a range of complex texts for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a range of complex paper based and web based text types for personal purposes	1.1 Select a range of <b><i>structurally intricate text types</i></b> 1.2 Determine <b><i>own purpose</i></b> for accessing the text types 1.3 Define <b><i>features of text types</i></b> 1.4 Compare and confirm relevance of texts to own purpose
2 Analyse content in a range of complex paper	2.1 Select personally relevant paper based and web based texts

based and web based texts for personal purposes	2.2	Apply a range of <b>reading strategies</b> to interpret the texts
	2.3	Summarise main ideas in texts
	2.4	Evaluate supporting information
3 Critically evaluate a range of complex paper based and web based texts for personal purposes	3.1	Identify <b>means used by the author to achieve the purpose of the text</b>
	3.2	Apply a range of <b>strategies to critically analyse texts</b>
	3.3	Assess the relevance of the texts to intended audience and purpose
	3.4	Evaluate <b>effectiveness of texts</b>

## Required Knowledge and Skills

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

### Required Knowledge:

- a range of vocabulary including some specialised vocabulary to support comprehension
- techniques used by writers to convey meaning and achieve purpose
- factors that influence a text such as an author's culture, experiences and value system
- different representations of paper based and digital information

### Required Skills:

- literacy skills to:
  - select and apply reading strategies to interpret and analyse texts
  - apply critical analysis skills to interpret and compare texts
  - assess relevance of texts to own purposes and needs
  - assess the validity of online information
  - apply a range of decoding strategies to identify unfamiliar words
- technology skills to access and navigate complex web based 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.

**Structurally intricate text types** may include:

- complex texts which include embedded information, specialised vocabulary and abstraction and symbolism
- web based, paper based, handwritten and visual texts:
  - personally relevant letters, email, twitter, SMS,apps
  - narrative texts / prose texts such as fiction, short stories
  - expressive texts such as songs and poetry
  - informative texts such as non-fiction texts of personal interest, weblogs, biographical pieces, newsletters, magazines
  - procedural texts such as instructions on using equipment
  - transactional texts such as formal personal letters, visual texts such as digital stories, posters, art work, advertisements
  - personal notes taken from a range of sources, both written and aural
  - opinion pieces such as letters to the editor , articles in journals

**Own purpose** may include:

- personal interest and enjoyment
- support for self or others
- information about a topic of personal interest
- review of model texts to support personal writing

**Features of text types** may include:

- text structures which use a variety of sentence structures and language features:
  - narrative text with a chronological sequence of events, orientation, complication, resolution, use of descriptive language, variations in author's voice
  - informative texts that might follow a standard format such as general statement, factual description, conclusion, uses impersonal tone, uses numbered outlines, discourse markers, expresses writer's views as facts or might include abstract nouns that condense ideas, processes and descriptions
  - persuasive texts that use emotive and persuasive language, include facts and opinions, author's bias may be explicit or implicit, may include supporting materials and evidence, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation
  - procedural texts such as sequential steps required to achieve goals
  - transactional texts such as personal letters (informal) or formal letters with formal opening, statement of purpose, details, request, action required, formal close
- sentences:
  - complex syntactic structures including:
  - nominalisation
  - modality
  - linking devices to demonstrate conceptual connections and/or causal relationships
- words / phrases/ abbreviations:
  - vocabulary which creates nuances of meaning
  - vocabulary related to personal needs and wishes
  - slang, non - standard Australian English
- visuals such as, illustrations, art works, photographs, movies with sub titles



**Reading strategies** may include:

- meaning-making strategies:
  - relating separate pieces of information within a text, rather than treating them as separate units of information
  - using knowledge of structure and layout to skim key information
  - using knowledge of principal conventions of texts to assist with constructing meaning from a range of text types
  - recognising that language relates to social contexts and when social relations change, language may also change
  - employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
  - recognising how supporting material is used effectively
  - distinguishing fact from opinion
  - noting cues such as particular words which indicate a new or important point is about to be made
  - making notes from written texts of personal relevance
  - comparing information from different sources
- de-coding strategies:
  - using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings
  - recognising ways in which punctuation conveys a range of emotions or intentions

**Means used by the author to achieve the purpose of the text** may include:

- choice of genre and text structures
- choice of language to create subtleties or precise meaning
- use of punctuation to convey emotions or intentions
- logically organised separate pieces of information arranged within the text

**Strategies to critically analyse text** may include:

- clarifying the purpose of the writer including stated and inferred purpose
- brainstorming activities to discuss features of the text such as ways in which the text reflects the author's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- discussing effect of language choices on effectiveness of the text for example, emotive and descriptive words, use of slang, use of inclusive pronouns
- commenting on the structure and content, expressing an opinion on the text such as how the text affected them, how they felt about an aspect of the text
- comparing similar texts of personal relevance in terms of language used or text structure
- discussion of writer's voice
- comparing ideas
- discussing the effectiveness of the text:
  - whether it meets the needs of the audience
  - how it relates to own knowledge and experience
  - whether the appropriate mood is created
  - whether the plot development is satisfactory

**Effectiveness of texts** may include:

- whether the text meets its purpose, including inferred purpose
- whether the text meets the needs of the audience
- how the text relates to own knowledge and experience

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read, interpret and evaluate information in a minimum of 3 different complex personally relevant text types, at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- authentic texts of personal relevance to the learner
- communication technology and software as appropriate

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment is recommended, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting and analysing information in, and making meaning of complex paper based and web based texts
- oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in personally relevant text types
- oral information from the learner assessing the effectiveness of the selected texts
- portfolios containing:
  - samples of responses to texts
  - journal / log book of reflections on texts

<b>Unit Code</b>	<b>VU22414</b>
<b>Unit Title</b>	<b>Engage with a range of complex texts for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to interpret a range of structurally intricate paper based and web based texts which are relevant to learning purposes and which may include some specialisation and non-routine contexts. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their further education participation options and who need to develop a range of reading skills. Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit: <i>VU22419 Create a range of complex texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22413 Engage with a range of complex texts for personal purposes</i> and <i>VU22418 Create a range of complex texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
<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 Locate a range of complex paper based and web based text types for learning purposes	<p>1.1 Access and examine a range of <b>complex text types</b></p> <p>1.2 Define <b>features of text types</b></p> <p>1.3 Identify and confirm <b>purpose</b> of the texts</p> <p>1.4 Select texts relevant to own learning purposes</p>
2 Analyse content in a range of complex paper	<p>2.1 Use a range of <b>strategies to interpret the texts</b></p> <p>2.2 Summarise main ideas in texts</p>

based and digital texts for learning purposes	2.3	Evaluate supporting information in texts
3 Critically evaluate a range of complex paper based and digital texts for learning purposes	3.1	Identify <b><i>means used by the author to achieve the purpose of the texts</i></b>
	3.2	Apply a range of <b><i>strategies to critically analyse texts</i></b>
	3.3	Assess the relevance of the texts to own purpose
	3.4	Evaluate <b><i>effectiveness of texts</i></b>

## Required Knowledge and Skills

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

### Required Knowledge:

- a range of vocabulary related to learning including some specialised vocabulary to support comprehension
- techniques used by writers to convey meaning and achieve purpose
- factors that influence a text such as an author's culture, experiences and value system
- different representations of paper based and digital information

### Required Skills:

- literacy skills to:
  - select and apply reading strategies to interpret and analyse texts
  - apply critical analysis skills to interpret and compare texts
  - assess relevance of texts to own purposes and needs
  - assess the validity of online information
  - apply a range of decoding strategies to identify unfamiliar words
- technology skills to access and navigate screen based digital text to locate information of some complexity

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Complex text types** may include:

- structurally intricate texts which include embedded information, specialised vocabulary and abstraction and symbolism
- web based, paper based, handwritten and visual texts:
  - instructional material such as text books, research material on the internet, weblogs
  - classroom based learning materials notes taken from whiteboard, notes taken from a variety of sources
  - procedural or technical manuals / learner guides, work books
  - course information such as VTAC guide
  - journal articles, reports, including technical information
  - instructions on how to complete a task or project
  - informal and formal emails, tweets, online postings or hand written messages about matters related to learning for example, information about an assignment from a fellow class member or the teacher
  - individual learning plans, portfolios, diary entries related to study plans, task lists
  - diagrams with supporting information related to a specific area of study

**Features of text types** may include:

- text structures which use a variety of sentence structures:
  - instructional texts with headings and sub-headings to organise the text; format that typically includes a statement of learning goals, materials needed or other requirements, sequential steps required to achieve goals; and icons to provide guidance to the learner as to what is required
  - informative texts with impersonal tone, headings, author's views expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion
  - persuasive texts with emotive and persuasive language, including facts and opinions, author's bias may be explicit or implicit, may include supporting materials, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation
  - narrative texts with a chronological sequence of events, use of descriptive language, variations in author's voice
  - tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points
- sentences:
  - complex syntactic structures including:
  - nominalisation
  - modality
  - linking devices to demonstrate conceptual connections and/or causal relationships
- words / phrases/ abbreviations:
  - vocabulary associated with personally relevant education activities
  - technical terms linked to learning goals / subject areas
  - abbreviations associated with further education such as TAFE, VET, VCE, HE,
- visual information
  - information and activities supported visually for example industry toolboxes
  - posters of careers information
  - documentaries
  - technical procedures such as a science experiment

**Purposes** may include:

- providing knowledge such as scientific, environmental, historical
- providing information for example career pathways, further education pathways
- providing skills development for example, scientific methods and techniques

**Strategies to interpret the text** may include:

- meaning-making strategies:
  - relating separate pieces of information within a text, rather than treating them as separate units of information
  - using knowledge of structure and layout to skim key information
  - using knowledge of principal conventions of texts to assist with constructing meaning from a range of text types
  - recognising that language relates to social contexts and when social relations change, language may also change
  - employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
  - recognising how supporting information is used effectively
  - distinguishing fact from opinion
  - noting cues such as particular words which indicate a new or important point is about to be made
  - making notes from written texts of personal relevance
  - comparing information from different sources
- de-coding strategies:
  - using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings
  - recognising ways in which punctuation conveys a range of emotions or intentions

**Means used by the author to achieve the purpose of the text** may include:

- choice of genre and text structure
- choice of language to create subtleties or precise meaning
- use of punctuation to convey a range of emotions or intentions
- logically organised separate pieces of information arranged within the text



**Strategies to critically analyse text** may include:

- analysis to identify :
  - misleading information
  - underlying values
  - subtle nuances
  - evidence to support judgements/conclusions
- clarifying the purpose of the writer including stated purpose and inferred purpose
- identifying key words and phrases critical to gaining meaning from the text
- comparing similar texts in terms of language used or text structure
- discussion of writer's voice
- comparing ideas

**Effectiveness of texts** may include:

- whether the text meets its purpose, including inferred purpose
- whether the text meets the needs of the audience
- how the text relates to own knowledge and experience

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, critically read, interpret and evaluate information in a minimum of 3 different complex, text types relevant to learning purposes, at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- paper based and digital texts relevant to learning
- communication technology and software

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in, and making meaning of complex paper based and web based texts
- oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in text types relevant to learning purposes
- oral information from the learner assessing the effectiveness of the selected texts
- portfolios containing samples of responses to texts

<b>Unit Code</b>	<b>VU22415</b>
<b>Unit Title</b>	<b>Engage with a range of complex texts for employment purposes</b>
<b>Unit Descriptor</b>	<p>This unit develops the skills and knowledge to interpret a range of structurally intricate paper based and web based text types which are relevant to employment purposes and which may include some specialisation and non routine contexts. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their employment options and who need to develop a range of reading skills both in a paper based and web based context. This unit is suitable for those already in employment and those who aspire to employment.</p> <p>Where application is as part of the Certificates in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22420 Create a range of complex texts to participate in the workplace</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22413 Engage with a range of complex texts for personal purposes</i> and <i>VU22418 Create a range of complex texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a range of complex paper based and web based text types relevant to employment purposes	<p>1.1 Access and examine <b>key employment and workplace text types</b></p> <p>1.2 Locate any relevant explanatory or additional information needed to interpret the text types</p> <p>1.3 Identify and confirm the <b>purpose</b> of the text types</p>

- |  |     |   |
|--|-----|---|
|  | 1.4 | Define <b><i>features of the text types</i></b>                                     |
| 2 Analyse content in a range of complex paper based and web based texts for employment purposes          | 2.1 | Select relevant texts   |
|  | 2.2 | Use a range of <b><i>strategies to interpret the texts</i></b>                      |
|  | 2.3 | Interpret key information in the texts  |
|  | 2.4 | Identify and evaluate supporting information in texts                               |
|  | 2.5 | Select Information to meet own purposes   |
| 3 Critically evaluate a range of complex paper based and web based texts relevant to employment purposes | 3.1 | Identify <b><i>means used by the author to achieve the purpose of the texts</i></b> |
|  | 3.2 | Apply a range of <b><i>strategies to critically analyse the texts</i></b>           |
|  | 3.3 | Assess the relevance of the texts to own purpose                                    |
|  | 3.4 | Evaluate <b><i>effectiveness of texts</i></b>                                       |

## Required Knowledge and Skills

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

### Required Knowledge:

- a range of vocabulary related to employment including some specialised vocabulary to support comprehension
- techniques used by writers to convey meaning and achieve purpose
- factors that influence a text such as an author's culture, experiences and value system
- differences in how paper based and web based information is represented

### Required Skills:

- literacy skills to:
  - select and apply reading strategies to interpret and analyse texts
  - apply critical analysis skills to interpret and compare texts
  - assess relevance of texts to own purposes and needs
  - assess the validity of online information
  - apply a range of decoding strategies to identify unfamiliar words
- technology skills to access and navigate complex web based 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 employment and workplace text types** may include

- complex texts which include embedded information, specialised vocabulary and abstraction and symbolism
- web based, paper based, handwritten and visual texts:
  - information from government agencies such as Job Networks, advertisements and application processes
  - human resource and employment contracts
  - induction materials / job specifications
  - OHS / WHS materials
  - manufacturers' specifications / standard operating procedures
  - workplace plans, drawings and specifications
  - information from unions
  - workplace newsletters
  - workplace apps

**Purposes** may include:

- to provide information
- to provide advice
- to explain a work process

**Features** may include:

- text structures which use a variety of sentence structures and language features:
  - informative texts that use impersonal tone, numbered outlines / dot points, technical terms, abstract nouns that condense ideas, processes and descriptions, and follow a standard format such as statement of purpose, steps, diagrams / photographs and may include data such as statistical information
  - persuasive texts with author's bias that may be explicit or implicit, use emotive and persuasive language, includes facts and opinions, include supporting materials, may include opposing views on a subject and follow a standard format such as statement of opinion, argument, summing up or recommendation;
  - procedural texts with sequential steps required to achieve goals and which may be supported by diagrams, icons, symbols
  - formatted texts such as workplace forms or job applications with headings, instructions and symbols
  - tables, graphs containing formatted data with explicit navigation features such as headings, table of contents, site map/ menus, numbered contents, dot points
- sentences:
  - complex syntactic structures including nominalisation, modality, linking devices to demonstrate conceptual connections and/or causal relationships
- words / phrases/ abbreviations:
  - technical terms
  - abbreviations such as OHS / WHS, MSDS, HR
- simple diagrams:
  - process flowchart
  - charts, graphs to encapsulate data
  - posters to convey messages such as OHS / WHS information
- numerical information:
  - measurements and calculations using common measuring instruments
  - awards / salary information such as ordinary hours and penalty rates

**Strategies to interpret texts**  
may include:

- meaning-making strategies:
  - self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
  - relating separate pieces of information within a text, rather than treating them as separate units of information
  - using knowledge of structure and layout to skim key information
  - recognising that language relates to social contexts and when social relations change, language may also change
  - using a range of technical vocabulary of relevance to particular industry or workplace
  - recognising how supporting information is used effectively
  - distinguishing fact from opinion
  - noting cues such as particular words which indicate a new or important point is about to be made for example, icons, emphasis, words indicating a shift in focus or position for example: however, although
  - making notes from written texts
  - comparing information from different sources
- de-coding strategies:
  - using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings

**Means used by the author to achieve the purpose of the text** may include:

- choice of genre and text structure
- choice of language to create subtleties or precise meaning
- effective use of punctuation to convey a range of emotions or intentions
- logically organised separate pieces of information arranged within the text

**Strategies to critically analyse text** may include:

- clarifying the purpose of the writer including stated purpose and inferred purpose
- brainstorming activities to discuss features of the text such as ways in which the text reflects the writer's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- comparing ideas
- discussion about the effectiveness of writing:
  - whether it meets the needs of the audience
  - how it relates to own knowledge and experience
  - whether any supporting information is reliable

**Effectiveness of texts** may include:

- whether the text meets its purpose, including inferred purpose
- whether the text meets the needs of the audience
- how the text relates to own knowledge and experience

## **Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read, interpret and evaluate information in a minimum of 3 different complex text types relevant to employment purposes, at least one of which must be web based



**Context of and specific resources for assessment**

Assessment must ensure access to:

- paper based and web based text types relevant to work and employment
- communication technology and software where appropriate

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in, and making meaning of complex paper based and web based texts
- oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in text types relevant to employment purposes
- oral information from the learner identifying key information in the texts and assessing the effectiveness of the selected texts
- portfolios containing samples of responses to texts

<b>Unit Code</b>	<b>VU22416</b>
<b>Unit Title</b>	<b>Engage with a range of complex texts to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit develops the skills and knowledge to engage with a range of complex paper based and web based text types which are relevant to participation in the community and which may include some specialisation and non routine contexts. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 4: 4.03, 4.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their community participation options and who need to develop a range of reading skills both in a paper based and web based context. The 'community' can have a range of definitions, depending on the learner's situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean 'society'.</p> <p>Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit: <i>VU22421 Create a range of complex texts to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22413 Engage with a range of complex texts for personal purposes</i> and <i>VU22418 Create a range of complex texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a range of complex paper based	1.1 Access and examine a range of <b><i>complex text types for community participation</i></b>

and web based text types relevant to community participation	1.2	Define the <b>features of text types</b>
	1.3	Confirm <b>source</b> of the texts
	1.4	Select texts relevant to own community participation needs
2 Analyse content in a range of complex paper based and web based texts relevant to community participation	2.1	Apply a range of <b>reading strategies</b> to interpret the texts
	2.2	Summarise <b>main ideas</b> in texts
	2.3	Identify and evaluate supporting information in texts
3 Critically evaluate a range of complex paper based and web based texts relevant to community participation	3.1	Identify <b>means used by the author to achieve the purpose of the text</b>
	3.2	Apply a range of <b>strategies to critically analyse texts</b>
	3.3	Assess the relevance of the texts to own purpose
	3.4	Evaluate <b>effectiveness of texts</b>

## Required Knowledge and Skills

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

### Required Knowledge:

- a range of vocabulary related to community including some specialised vocabulary to support comprehension
- techniques used by writers to convey meaning and achieve purpose
- factors that influence a text such as an author's culture, experiences and value system
- differences in how paper based and web based information is represented

### Required Skills:

- literacy skills to:
  - select and apply reading strategies to interpret and analyse texts
  - apply critical analysis skills to interpret and compare texts
  - assess relevance of texts to own purposes and needs
  - assess the validity of online information
  - apply a range of decoding strategies to identify unfamiliar words
- technology skills to access and navigate complex web based 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.

***Complex text types for community participation*** may include

- structurally intricate texts which include embedded information, specialised vocabulary and abstraction and symbolism
- web based, paper based, handwritten and visual texts:
  - newspaper articles about community issues
  - council brochures, community newsletters, government pamphlets
  - community directories
  - advertisements, leaflets about community matters, political advertisements
  - letters from government/council or other organisations
  - community posters, graffiti, advertisements for community events
  - surveys on everyday community matters, agenda and minutes of community meetings

**Features of text types** may include:

- text structures which use a variety of sentence structures and language features relevant to different text types:
  - persuasive texts which use emotive and persuasive language, include facts and opinion where the writer's bias may be explicit or implicit, include supporting materials, may include opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation
  - informative texts which use impersonal tone, numbered outlines, discourse markers where the writer's views are expressed as facts, might include abstract nouns that condense ideas, processes and descriptions, and might follow a standard format such as general statement, factual description, conclusion
  - procedural texts with sequential steps required to achieve goals and which may be supported by diagrams, icons, symbols
  - transactional texts such as letters with formal opening, statement of purpose, details, request, action required, formal close
  - explicit navigation features such headings, table of contents, site map/ menus, numbered contents, hyperlinks
  - tables, graphs or charts which contain data formatted into a of a number of columns and rows
- sentences with complex syntactic structures including:
  - nominalisation
  - modality
  - linking devices to demonstrate conceptual connections and/or causal relationships
- words / phrases/ abbreviations:
  - vocabulary which creates nuances of meaning
  - those associated with personally relevant education, recreation and leisure activities
  - vocabulary related to community environment
  - precise selection of vocabulary to convey shades of meaning
- numbers as whole numbers, fractions, decimals, and percentages:
  - measures of distance, time using common
  - connected with money such as comparative costs of community events, , alternative travel arrangements
  - counting and measuring
- visuals, symbols and logos:
  - community and public facilities
  - names of service providers

- retail outlets

**Sources** may include:

- community group
- local member
- council
- government department
- advertising company
- political party

**Reading strategies** may include:

- meaning-making strategies:
  - relating separate pieces of information within a text, rather than treating them as separate units of information
  - using knowledge of principal conventions of texts to assist with constructing meaning from a range of text types
  - recognising that language relates to social contexts and when social relations change, language may also change
  - employing a variety of strategies when interpreting text such as self-correction, re-reading, reading on, varying speed, reading aloud, posing questions, checking for accuracy of information by consulting other texts/people
  - recognising how supporting information is used effectively
  - identifying any persuasive devices used by the writer for example emotive language, biased selection of materials, use of authority / experts to validate views
  - comparing information from different sources
- de-coding strategies:
  - using a range of word identification strategies, including: visual and phonic patterns, word derivations and meanings
  - recognising ways in which punctuation conveys a range of emotions or intentions

**Means used by the author to achieve the purpose of the text** may include:

- choice of genre and text structure
- choice of language to create subtleties or precise meaning
- use of punctuation effectively to convey a range of emotions or intentions
- logically organised separate pieces of information arranged within the text

**Strategies to critically analyse texts** may include:

- clarifying the purpose of the writer including stated purpose and inferred purpose
- brainstorming activities to discuss features of the text such as ways in which the text reflects the author's culture, experiences and value system
- identifying key words and phrases critical to gaining meaning from the text
- discussing effect of language choices on effectiveness of the text for example emotive and descriptive words, use of slang, use of inclusive pronouns
- comparing similar texts in terms of language used or text structure
- discussion of writer's voice
- comparing ideas
- discussion about the effectiveness of writing:
  - whether it meets the needs of the audience
  - how it relates to own knowledge and experience
  - whether the reader is swayed by the argument

**Effectiveness of texts** may include:

- whether the text meets its purpose, including inferred purpose
- whether the text meets the needs of the audience
- how the text relates to own knowledge and experience

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate, read, interpret and critically evaluate information in a minimum of 3 different complex, text types relevant to community participation, at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- authentic texts from a community related environment relevant to the learner
- communication technology and software as appropriate

At this level the learner:

- works independently in a range of familiar contexts
- uses familiar support resources such as an online dictionary or thesaurus

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting information in, and making meaning of complex paper based and web based texts
- oral or written questioning to assess knowledge of the techniques used by writers to achieve their purpose in text types related to community participation
- oral information from the learner assessing the effectiveness of the selected texts
- portfolios containing:
  - samples of responses to texts
  - journal / log book of reflections on the texts



<b>Unit Code</b>	<b>VU22417</b>
<b>Unit Title</b>	<b>Participate in complex spoken interactions</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to participate in a range of complex and sustained spoken interactions in familiar and unfamiliar contexts that include abstraction, symbolism and specialised vocabulary. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Oral Communication at Level 4: 4.07, 4.08</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their oral communication skills for personal, community, learning or employment purposes.</p> <p>Where application is as part of the Certificate II in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of core units such as <i>VU22414 Engage with a range of complex texts for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Engage in complex spoken exchanges	<p>1.1 Determine the <b><i>purpose</i></b> and <b><i>audience</i></b> for the exchange</p> <p>1.2 Select an appropriate register for the exchange</p> <p>1.3 Use a range of <b>interaction strategies</b> to maintain and participate in the exchange</p> <p>1.4 Identify and interpret inferences and nuances in the exchange</p> <p>1.25 Use linguistic structures to support the purpose of the exchange</p> <p>1.6 Evaluate the effectiveness of the interaction</p>

2 Respond to complex spoken texts for a range of oral text types	2.1	Determine the purpose and audience for the information
	2.2	Use a range of <b><i>strategies to interpret and extract ideas from the texts</i></b>
	2.3	Analyse the relationship between ideas in the spoken texts
	2.5	Request clarification through questioning
	2.4	Conduct a <b><i>critical review</i></b> of the spoken texts

## Required Knowledge and Skills

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

### Required Knowledge:

- specialised vocabulary related to the exchanges
- techniques used to maximise impact of exchange
- range of oral genres and linguistic features related to them

### Required Skills:

- oral communication skills to:
  - use complex sentences and verb tenses
  - use intelligible pronunciation, stress and intonation to convey shades of meaning
  - adjust non-verbal communication features to suit purpose of exchange
- problem solving skills to:
  - select linguistic features to support different oral genres
  - select strategies to enhance effectiveness of exchange

## 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 conduct a transaction
- to explore points of view
- to negotiate an outcome
- to present a report to a meeting
- to relate a narrative
- to lead a discussion
- to participate in an interview
- to respond reflectively

**Audience** may include;

- peers
- teachers
- supervisors

**Interaction strategies** may include:

- confirming what has been said
- responding to topic shifts
- making a topic shift
- clarifying or repairing understanding
- making constructive contributions
- rephrasing
- using pace and change in tone or emphasis to enhance meaning

**Strategies to interpret and extract ideas from the texts** may include:

- linking ideas within the text
- taking notes
- identifying changes in stress and intonation to indicate emphasis of important points
- identifying the relationship between register and context
- identifying embedded information

**Critical review** may include:

- use of implied assumptions
- generalisations
- unsupported statements
- use of anecdotes
- use of emotive language

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

establish and maintain a range of complex oral interactions across 3 oral text types apply a range of strategies to provide and respond to information in oral texts

**Context of and specific resources for assessment**

Assessment must ensure access to:

- learners or others to participate in oral exchanges
- complex oral texts for response

Learners at this level work independently and initiate and use support from a range of established resources.

**ethod(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner participating in spoken exchanges
- verbal questioning to assess learner's knowledge of techniques to maximise impact of exchange
- interactive presentation to a group

<b>Unit Code</b>	<b>VU22418</b>
<b>Unit Title</b>	<b>Create a range of complex texts for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to support the development of writing skills to create a range of complex text types for personal purposes. At this level the learner work across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their personal literacy skills by developing a range of writing skills associated with creating texts.</p> <p>Where application is as part of the <i>Certificate II in General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22413 Engage with a range of complex texts for personal purposes</i>.</p> <p>The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22416 Engage with a range of complex texts to participate in the community</i> and <i>VU22421 Create a range of complex texts of to participate in the community</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Research a range of complex text types relevant to personal needs	<p>1.1 Select a range of <b>complex text types</b></p> <p>1.2 Identify the purpose and <b>audience</b> for the selected text type</p> <p>1.3 Define the <b>features</b> of the text types</p>

- |   |   |
|---|---|
| 2 Prepare complex texts for personal purposes | 2.1 Organise the <b><i>appropriate format</i></b> , language, <b><i>support materials</i></b> and equipment |
|   | 2.2 Research relevant content required to create texts  |
|   | 2.3 Arrange draft content to meet the requirements of the texts   |
| 3 Produce complex texts for personal purposes | 3.1 Develop complex texts   |
|   | 3.2 <b><i>Review</i></b> texts and check for accuracy   |
|   | 3.3 Edit texts to enhance meaning and effectiveness in response to feedback                                 |
|   | 3.4 Present texts according to <b><i>specified requirements</i></b>   |

### Required Knowledge and Skills

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

#### Required Knowledge:

- a range of styles of writing and presenting information to a range of audiences
- knowledge of register to enable appropriate selection and application to context
- a broad vocabulary and a range of grammatical structures
- how to structure a range of texts

#### Required Skills:

- literacy skills to:
  - convey complex relationships between ideas
  - write texts which include a number of examples, opinions, facts, or arguments with supporting evidence
  - gather and order information required to create texts
  - use structurally complex sentences
  - use spelling strategies such as visual and phonic patterns
- problem solving skills to select and apply appropriate register according to context

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Complex text types** may include:

- texts which include embedded information, specialised vocabulary and abstraction and symbolism
- electronic, printed and texts containing visual elements such as:
  - informal and formal email, tweet or hand written messages containing a series of linked paragraphs on a range of personal topics
  - notes taken from a book, article
  - instructions such as how something works, recipes
  - poetry / songs / digital stories
  - reflective writing in personal letters, autobiographical accounts
  - opinion letters to local newspapers
  - community newsletter
  - recounts / short stories
  - paper or digital diary entries / notes in a visual diary
  - blogs / text for a webpage
  - collaborative text
  - radio or film script
  - report
  - detailed description for an insurance company about a claim
  - club newsletter
  - speech for a wedding or eulogy
  - survey

**Audience** may include:

- self only
- immediate family / friends
- local newspaper
- community group

**Features** may include:

- layout features and styles as appropriate for either electronic or paper based text
- standard templates
- use of appropriate language for audience and purpose
- text structure:
  - clearly structured text using a range of structural conventions
  - variation between public and private writing
  - features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion
  - features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal
  - features of persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
  - navigation features such as grids, arrows, dot points
  - information formatted into a table of one or two columns
  - features of transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- sentences:
  - consistent use of structurally complex sentences
  - use of nominalisation
  - use of modal verbs and modification devices
  - use of abstract nouns to condense ideas, processes and descriptions and/or explanations
  - use of linking devices appropriate to text type
- vocabulary:
  - use of appropriate language for audience and purpose, such as descriptive language, techniques to convey feelings and ideas, figures of speech
  - use of vocabulary specific to topic
  - precise selection of vocabulary to convey shades of meaning



- most frequently used words spelt with accuracy
- regular use of standard punctuation
- control over the use of generic grammatical forms such as temporal links such as “meanwhile” and abstract nouns such as “migration”, and referential devices
- awareness and appropriate / effective use of local varieties of non - standard Australian English, slang, LOTE
- visuals:
  - photographs / drawings / sketches / illustrations
  - symbols
  - diagrams, graphs
  - maps

**Appropriate format** may include:

- handwritten / word processed / PowerPoint presentation
- online such as html / email
- digital story
- size of words and visuals
- place of colour, symbols
- using features of punctuation, font and layout to support meaning and clarity such as semi-colons, brackets italics

**Support materials** may include:

- sample model texts / templates
- written information from a range of sources such as newspaper articles / personal letters
- literature / films / documentaries / radio programs
- spoken word resources such as oral history / indigenous narratives

**Review** may include:

- support from the teacher, by peers, by another support person for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / clarity of message
  - appropriateness of layout, register
  - effectiveness of layout features

**Specified requirements** may include:

- presentation as part of portfolio
- content of text
- format/layout

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a broad range of complex personally relevant text types
- create a minimum of 2 complex personally relevant texts, with each text reflecting a different text type

### Context of and specific resources for assessment

Assessment must ensure:

- access to authentic texts in context
- access to online facilities, communications technology as appropriate

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as community participation, the same texts may apply to both domains.

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of texts of different text types created by the learner which show evidence of drafting and review
- oral or written questioning to assess knowledge of a the purpose and audience for a range of text types

<b>Unit Code</b>	<b>VU22419</b>
<b>Unit Title</b>	<b>Create a range of complex texts for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to support the development of writing skills to create a range of complex text types which are relevant to the learning environment. At this level the learner works across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to improve their literacy skills in the learning environment by developing a range of writing skills associated with creating texts.</p> <p>Where application is as part of the <i>Certificate II in General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22414 Engage with a range of complex texts for learning purposes</i>.</p> <p>The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22418 Create a range of complex texts for personal purposes</i> and <i>VU22413 Engage with a range of complex texts for personal purposes</i></p>
<b>Element</b>	<b>Performance Criteria</b>
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 Research a range of complex text types relevant to learning	<p>1.1 Select a range of <b>complex text types</b></p> <p>1.2 Identify the <b>purpose and audience</b> for the selected text types</p> <p>1.3 Define the <b>features</b> of the text types</p>
2 Prepare a range of texts for learning purposes	2.1 Organise the <b>appropriate format</b> , language, <b>support materials</b> and equipment

- |   |  |   |
|---|--|---|
|   | 2.2  | Research content required to create texts   |
|   | 2.3  | Draft the content to meet the requirements of the texts   |
| 3 | Produce a range of texts for learning purposes | 3.1 Develop complex texts<br>3.2 <b>Review</b> texts and check for accuracy<br>3.3 Edit texts to enhance meaning and effectiveness in response to feedback<br>3.4 Present texts according to <b><i>specified requirements</i></b> |

## Required Knowledge and Skills

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

### Required Knowledge:

- a range of styles of writing and presenting information to a range of audiences
- knowledge of register to enable appropriate selection and application to context
- a broad vocabulary and a range of grammatical structures
- how to structure a range of texts

### Required Skills:

- literacy skills to:
  - convey complex relationships between ideas
  - write texts which include a number of examples, opinions, facts, or arguments with supporting evidence
  - gather and order information required to create texts
  - apply spelling strategies such as using visual and phonic patterns
- problem solving skills to select and apply appropriate register according to context

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Complex text types** may include:

- texts which include embedded information, specialised vocabulary and abstraction and symbolism
- electronic, printed and texts containing visual elements:
  - informal and formal email, tweet or hand written messages about familiar and immediate matters such as requesting information about an assignment from a fellow class member or the teacher
  - notes taken from the whiteboard/smartboard
  - notes taken from verbal instructions
  - summaries / essays / structured writing
  - vocabulary lists / task lists / dictation
  - individual learning plans / portfolios
  - work books / journal
  - story boards, digital stories
  - reflective writing related to learning
  - weblogs, text for a webpage
  - collaborative text / report
  - text to support verbal / visual presentation
  - survey

**Purpose and audience** may include:

- private or public audiences:
  - self only for vocabulary lists, notes, task lists
  - class members for a report, summary of research, collaborative work
  - organisational for administration change of address details / enrolment
- personal study purposes or to complete a requirement:
  - collection of information to prepare for writing activities
  - recording and organising information for regular reference
  - organising time

**Features** may include:

- layout features and styles as appropriate for digital and paper based text types
- standard templates
- use of appropriate language for audience and purpose
- text structure:
  - clearly structured text using a range of structural conventions
  - variation between public and private writing
  - features of narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion
  - features of procedural texts such as instructions, statement of the goal, requirements and steps to achieve the goal
  - features of persuasive texts such as argument, statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
  - navigation features such as grids, arrows, dot points
  - information formatted into a table with a number of columns
  - features of transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- sentences:
  - consistent use of structurally complex sentences
  - use of nominalisation
  - use of modal verbs and modification devices
  - use of abstract nouns to condense ideas, processes and descriptions and/or explanations
  - use of linking devices appropriate to text type
- vocabulary:
  - use of appropriate language for audience and purpose, e.g. descriptive language, techniques to convey feelings and ideas, figures of speech
  - use of vocabulary specific to topic
  - precise selection of vocabulary to convey shades of meaning

- most frequently used words spelt with accuracy
- regular use of standard punctuation
- control over the use of generic grammatical forms such as temporal links such as “meanwhile” and abstract nouns of “migration”, and referential devices
- awareness and appropriate / effective use of local varieties of non - standard Australian English, slang, LOTE
- visuals:
  - photographs / drawings / sketches / illustrations
  - symbols
  - diagrams, graphs / maps

**Appropriate format** may include:

- handwritten / word processed / PowerPoint presentation
- online such as html / email / digital story
- report / essay / book review
- short answer questions
- reference list
- notes for a classroom presentation
- student evaluation / feedback
- size of words and visuals
- place of colour, symbols
- using features of punctuation, font and layout to support meaning and clarity such as semi-colons, brackets italics

**Support materials** may include:

- word processing program / electronic presentation software program
- sample model texts / templates
- written material, information from the teacher, other students, library texts, online sources, newspaper articles

**Review** may include:

- support from the teacher, by peers, by another support person for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / clarity of message
  - appropriateness of layout, register
  - effectiveness of layout features

**Specified requirements** may include:

- presentation as part of portfolio
- content of text
- use of research
- format/layout
- range of texts

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a broad range of complex learning related text types
- create a minimum of two complex learning related texts, with each text reflecting a different text type

### Context of and specific resources for assessment

Assessment must ensure access to:

- authentic texts from the learning environment
- online facilities, communications technologies as appropriate

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may apply to both domains.

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of texts of different text types created by the learner which show evidence of drafting and review
- oral or written questioning to assess knowledge of a the purpose and audience for a range of texts



<b>Unit Code</b>	<b>VU22420</b>
<b>Unit Title</b>	<b>Create a range of complex texts to participate in the workplace</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to support the development of written communication in the workplace. It includes extracting meaning from written information for workplace purposes and preparing complex written materials. At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those wishing to improve their literacy skills for the work environment by developing range of writing and communication skills associated with creating texts. The unit provides the learner with the skills and knowledge necessary to create workplace documents of some complexity.</p> <p>Where application is as part of the <i>Certificate II in General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22415 Engage with a range of complex texts for employment purposes</i>.</p> <p>The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22418 Create a range of complex texts for personal purposes</i> and <i>VU22413 Engage with a range of complex texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Research a range of complex workplace related text types	<p>1.1 Select a range of <b>complex workplace text types</b></p> <p>1.2 Identify the <b>purpose</b> and <b>audience</b> for the selected text types</p>

- |   |   |   |
|---|---|---|
|   | 1.3   | Define the <b>features</b> of the text types  |
| 2 | Prepare a range of complex texts for the workplace      | 2.1 Organise the <b>appropriate format</b> , language, support materials and equipment<br>2.2 Research content required to create texts<br>2.3 Draft the content to meet the requirements of the texts  |
| 3 | Produce a range of complex texts for workplace purposes | 3.1 Develop complex texts according to any <b>organisational requirements</b><br>3.2 Review texts and check for accuracy<br>3.3 Edit texts to enhance meaning and effectiveness in response to feedback<br>3.4 Present texts according to <b>specified requirements</b> |

## Required Knowledge and Skills

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

### Required Knowledge:

- knowledge of organisational protocols / requirements related to written workplace material such as information security, email protocols and use of appropriate language
- differences between requirements for written as opposed to spoken English
- a range of styles of writing and presenting information to a range of audiences
- knowledge of register to enable appropriate selection and application to context
- a broad vocabulary related to the workplace and a range of grammatical structures

### Required Skills:

- literacy skills to:
  - link ideas in written material through selection and use of words, language structures and punctuation appropriate to the purpose
  - gather and order information required to create texts
  - use structurally complex sentences
  - use spelling strategies such as visual and phonic patterns
- problem solving skills to select and apply appropriate register according to context

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Complex workplace text types** may include:

- texts which include embedded information, specialised vocabulary and abstraction and symbolism
- emails, tweets / web sites / help screens / workplace apps
- agendas / minutes / meeting notes
- instructions / manuals
- letters / memos / f/ messages
- reports
- schedules / timetables / web calendars
- manufacturers'/operating instructions/technical instructions
- occupational health and safety procedures
- style manuals
- leave applications / travel forms / petty cash forms

**Purpose** may include:

- instructional
- advisory
- mandatory
- legislative

**Audience** may include:

- work colleagues / supervisors
- self
- internal / external clients

**Features** may include:

- layout features and styles as appropriate for digital and paper based text
- standard templates such as workplace memos
- use of appropriate language for audience and purpose
- text structure:
  - clearly structured text using a range of structural conventions
  - features of informative texts such as transparent organisation with sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion
  - features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal
  - navigation features such as grids, arrows, dot points
  - information formatted into a table of one or two columns
  - features of transactional texts such as formal letter / email with formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- sentences:
  - consistent use of structurally complex sentences
  - use of nominalisation
  - use of modal verbs and modification devices
  - use of abstract nouns to condense ideas, processes and descriptions and/or explanations
  - use of linking devices appropriate to text type
  - regular use of standard punctuation
  - control over the use of generic grammatical forms such as temporal links for example, “meanwhile” and abstract nouns
- vocabulary:
  - use of appropriate language for audience and purpose, including specialised workplace terminology
  - use of vocabulary specific to workplace
  - precise selection of vocabulary to convey shades of meaning
  - most frequently used words spelt with accuracy
- visuals:
  - photographs / symbols
  - drawings / sketches / illustrations
  - diagrams, graphs

- maps

**Appropriate format** may include:

- tables, charts and other graphic information
- formatted and unformatted text types
- formal emails

**Organisational requirements** may include:

- legislative requirements / obligations
- codes of practice
- codes of ethics
- security standards
- administrative procedures
- writing guides/style manuals

**Specified requirements** may include:

- organisational standards for format and accuracy
- use of standard templates
- required timeframes

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of complex employment related text types
- create a minimum of two complex employment related texts, with each text reflecting a different text type

**Context of and specific resources for assessment**

Assessment must ensure access to:

- authentic workplace texts in context
- communications technology as required

At this level the learner:

- works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation
- initiates and uses support from a range of established sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may apply to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of different text types created by the learner which show evidence of drafting and review
- oral or written questioning to assess knowledge of a the purpose and audience for a range of workplace related texts

<b>Unit Code</b>	<b>VU22421</b>
<b>Unit Title</b>	<b>Create a range of complex texts to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to support the development of writing skills to create a range of complex texts which are relevant to community participation. At this level the learner works across a range of contexts including some that are unfamiliar and/or unpredictable and including some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 4: 4.05, 4.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to develop their writing skills to enable greater access to and participation in community activities. The 'community' can have a range of definitions, depending on the learner's situation and may signify the local environment in the case of rural or regional learners. While community is most often defined geographically. It can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean 'society'.</p> <p>Where application is as part of the <i>Certificate II in General Education for Adults</i>, it is recommended that application is integrated with the delivery and assessment of <i>VU22416 Engage with a range of complex texts to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22418 Create a range of complex texts for personal purposes</i> and <i>VU22413 Engage with a range of complex texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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.
	<p>1.1 Select a range of <b><i>complex text types related to community purposes</i></b></p>

- |  |   |
|--|---|
| 1 Research a range of complex community related text types | 1.2 Identify the <b><i>purpose</i></b> and <b><i>audience</i></b> for the selected text types |
|  | 1.3 Define the <b><i>features</i></b> of the text types                                       |
| 2 Prepare a range of complex texts                         | 2.1 Organise the <b><i>appropriate format</i></b> , language, support materials and equipment |
|  | 2.2 Research content required to create texts   |
|  | 2.3 Draft the content to meet the requirements of the texts                                   |
| 3 Produce a range of complex texts                         | 3.1 Develop complex texts   |
|  | 3.2 <b><i>Review</i></b> texts and check for accuracy   |
|  | 3.3 Edit texts to enhance meaning and effectiveness in response to feedback                   |
|  | 3.4 Present texts according to <b><i>specified requirements</i></b>                           |

## Required Knowledge and Skills

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

### Required Knowledge:

- a range of styles of writing and presenting information to a range of audiences
- knowledge of register to enable appropriate selection and application to context
- a broad vocabulary and a range of grammatical structures
- structural features of a range of text types

### Required Skills:

- literacy skills to:
  - convey complex relationships between ideas
  - write texts which include a number of examples, opinions, facts, or arguments with supporting evidence
  - gather and order information required to create texts
  - apply spelling strategies such as using visual and phonic patterns
- problem solving skills to select and apply appropriate register according to context

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.



**Complex texts related to community purposes** may include:

- texts which include embedded information, specialised vocabulary and abstraction and symbolism
- electronic, printed, handwritten and visual texts such as:
  - reports/ letters in local community newsletter / newspapers such as opinions, descriptive accounts, letters to the editor
  - letters of support for local community organisations
  - posters/ leaflets to support community initiatives
  - script for a short talk which may include presentation of visual or other information
  - agendas and detailed and accurate minutes for meetings
  - summary of main points of an argument for or against an issue in the community
  - scripts for radio presentations, interviews
  - community announcements
  - written material to advertise community activities
  - submission for funding
  - collaborative writing such as job description for a community appointed project officer
  - procedures for a community organisation such as safety, emergency, fire
  - detailed instructions for a community event such as fete rosters, responsibilities and activities

**Purpose** may include:

- to present an argument to local community about an issue of local importance
- prepare a newsletter to support activities of local club
- prepare a summary of fund raising activities and amounts raised for a school / community association newsletter
- present material such as a story to a child's class or at the local library
- request community services

**Audience** may include:

- parents
- club members
- users of a community facility such as local swimming pool which is about to close
- local government

**Features** may include:

- layout features and styles as appropriate for digital and paper based texts
- standard templates such as a club newsletter
- use of appropriate language for audience and purpose
- text structure:
  - clearly structured text using a range of structural conventions
  - variation between public and private writing
  - features of narrative and expressive texts, such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features informative texts such as transparent organisation, sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; general statement, factual description or logically sequenced explanation, conclusion
  - features of procedural texts such as instructions: statement of the goal, requirements and steps to achieve the goal
  - features of persuasive texts such as argument: statement of opinion, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
  - navigation features such as grids, arrows, dot points, tabs, hyperlinks
  - information formatted into a table of one or two columns
  - features of transactional texts such as formal letter format with formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
- sentences:
  - consistent use of structurally complex sentences
  - use of nominalisation
  - use of modal verbs and modification devices
  - use of abstract nouns to condense ideas, processes and descriptions and/or explanations
  - use of linking devices appropriate to text type
  - regular use of standard punctuation
  - control over the use of generic grammatical forms such as temporal links of meanwhile and abstract nouns such as migration and referential devices
- vocabulary:

- use of appropriate language for audience and purpose, e.g. descriptive language, techniques to convey feelings and ideas, figures of speech
- use of vocabulary specific to topic
- precise selection of vocabulary to convey shades of meaning
- most frequently used words spelt with accuracy
- awareness and appropriate / effective use of local varieties of non - standard Australian English, slang, LOTE
- visuals:
  - photographs / symbols
  - drawings / sketches / illustrations / maps
  - diagrams, graphs

***Appropriate format*** may include:

- handwritten / word processed
- on paper / poster / email
- online
- size of words and visuals
- place of colour, symbols
- using features of punctuation, font and layout to support meaning and clarity such as semi-colons, brackets italics

***Review*** may include:

- support from the teacher, by peers, by another support person for:
  - spelling and punctuation
  - grammatical accuracy
  - clarity of purpose / audience / clarity of message
  - appropriateness of layout, register
  - effectiveness of layout features

***Specified requirements*** may include:

- content of text
- language
- format / layout

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify the purpose and audience for a range of complex community participation related text types
- create a minimum of two complex texts related to community participation, with each text reflecting a different text type

**Context of and specific resources for assessment**

Assessment must ensure access to:

- authentic texts from a community related environment relevant to the learner
- online facilities, communications technologies as appropriate

At this level the learner:

- works independently and initiates and uses support from a range of established sources

In order to ensure learners achieve meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may apply to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of different text types created by the learner which show evidence of drafting and review
- oral or written questioning to assess knowledge of a the purpose and audience for a range of texts related to community participation

<b>Unit Code</b>	<b>VU22422</b>
<b>Unit Title</b>	<b>Investigate and interpret shapes and measurements and related formulae</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to to investigate two-dimensional and three-dimensional shapes and their representation. It includes estimating, measuring and calculating quantities and using formulae related to personal, public, work or education and training. At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, &amp; 4.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Create two-dimensional and three-dimensional shapes and their representation      | 1.1 Represent two-dimensional shapes and three-dimensional objects by <b>scale drawings, simple plans and models</b> using appropriate <b>symbols and conventions</b><br><br>1.2 Use ratio to create scale drawings, simple plans and models<br><br>1.3 Estimate, draw and measure <b>angles</b> using a protractor or compass  |
| 2 Investigate two-dimensional and three-dimensional shapes and their representation | 2.1 Use <b>ratio</b> to interpret scale drawings, simple plans and models<br><br>2.2 Read and interpret scale drawings, simple plans and models to see if they are representative of the original object and vice versa<br><br>2.3 Use the <b>features and language of shape</b> to describe objects and their representation   |
| 3 Estimate, measure and calculate quantities including using formulae               | 3.1 Make initial <b>estimate of measurement</b> and <b>measure correctly</b> using appropriate <b>instruments</b><br><br>3.2 Interpret, use and describe <b>concepts and units of measure</b> using suitable <b>language and symbols</b><br><br>3.3 Select and use <b>appropriate formulae</b> to calculate the measurement properties of <b>common shapes</b><br><br>3.4 Perform <b>conversions between metric units</b><br><br>3.5 Check and interpret on the <b>reasonableness of results</b> in terms of original purpose |

## Required Knowledge and Skills

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

**Required Knowledge:**

- signs / prints/ symbols represent meaning in relation to shapes and designs and in measurement contexts and materials such as on tools, packaging, recipes, designs, diagrams
- simple measurement formulae in familiar and routine contexts
- the characteristics and convention of plans and drawings of two-dimensional and three-dimensional shapes
- knowledge of a combination of informal and formal language of shape

**Required Skills:**

- literacy skills to read relevant illustrations, diagrams, signs, instructions including on relevant tools and machinery
- problem solving skills to:
  - interpret plans and draw and assemble three-dimensional models
  - estimate, measure and calculate a range of metric quantities
  - estimate, measure and draw accurate scale plans and diagrams of two-dimensional and three-dimensional shapes using drawing and measuring instruments

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Scale drawings, simple plans and models*** may include:

- plans of buildings such as classrooms, a house, a garden, a shop, an office or a factory floor and locations such as shopping centres or workplaces
- scale drawings such as local maps, state maps, maps of Australia, survey or bushwalking maps, or any other relevant maps which have keys and defined scales
- models assembled following written instructions or constructed from nets of three-dimensional objects
- two-dimensional drawings to scale
- three-dimensional drawings not necessarily accurately scaled

***Symbols and conventions*** include:

- scales expressed in ratio form, clear indications of dimensions, clear labelling and symbols such as for parallel lines (≡) as well as lines of equal length

***Angles*** refers to:

- the symbols and conventions for angles( $^{\circ}$ ,  $<$ )
- knowledge and language of angles may include acute, obtuse, right, straight, circle
- bearings used to give direction may be introduced

**Ratio** refers to:

- ratios for scales in the form of 1:25, 1:100, which should be understood and interpreted
- simple ratios to be used and applied such as 1:2, 1:10 or 1:100
- more difficult ratios such as 1:25000 should be interpreted but not used to create drawings or plans

**Features and language of shape** may include:

- square, rectangle, circle, quadrilateral, triangle, isosceles, equilateral, regular, polygon, hexagon, diagonal, sphere, cube, cylinder, prism, pyramid, edges, corners, faces and shapes of interest such as crescent and star
- features and descriptions such as symmetrical, horizontal, vertical, perpendicular and parallel

**Estimate of measurement** includes:

- use of personal body referents and knowledge including visualisation of size and quantity
- recognition of an appropriate range and level of accuracy required is understood

**Measure correctly** refers to:

- ensuring the instrument starts at zero where appropriate (not on thermometers), the measurement made from the starting point, the accuracy asked for is given, detailed calibrations on measuring instruments are read and interpreted correctly

**Instruments** may include:

- tape measures, rulers
- kitchen and bathroom scales, letter/parcel scales
- thermometers
- measuring cups/cylinders, spoons
- protractors for angle measurement

**Concepts and units of measure** may include:

- concepts of linearity, surface, 3D space amount, capacity and corresponding number of dimensions to measure such as box: 3-dimensions, sheet of glass: 2-dimensions
- those for temperature, length, height, mass, capacity, area, volume, angle, or specific interest such as horses' height, amperes, volts, wind speed, air pressure, astronomical distances



**Language and symbols** may include:

- metres squared,  $m^2$
- hectares, building squares
- cc,  $cm^3$ , ml,  $m^3$ , kL,
- $\$/m$ ,  $\$/m^2$ ,  $\$/m^3$ ,

**Appropriate formulae** may include:

- perimeter / circumference
- standard volumes of cubes, cuboids and cylinders but not volumes of other solids such as spheres, pyramids
- standard areas of rectangles, triangles and circles; surface area to be understood as addition of several areas

**Common shapes** refers to:

- three-dimensional shapes such as packaging, buildings, furniture, cubes and other prisms, pyramids

**Conversions between metric units** may include:

- converting mm-cm-m-km, ml-l, g-kg and vice versa with tonne and kilolitre included if relevant
- converting between units as required before use in area or volume calculations
- converting between  $km^2$  and hectares where relevant or volume and capacity such as  $cm^3$ , ml or  $m^3$ , kL
- both fraction or decimal notation where this is the appropriate form needed such as 3,500 m is  $3\frac{1}{2}$  km or 3.5km

**Reasonableness of results** refers to:

- outcomes being checked against initial estimates and rough calculations and visualisation of size and quantity
- amount is realistic given the context, for example, if purchasing for cooking is the purpose then 0.5 eggs or if for tiling  $\frac{1}{2}$  a tile are unacceptable as answers
- answers being given in required units and accuracy as appropriate to task such as sugar measure in g not kg, *pinch* of salt is a few grams,

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use ratios, angle properties and scale drawings to create and investigate two-dimensional and three-dimensional shapes and their representation
- use the features and language of shape to describe a range of shapes and their plans
- estimate measures, and use appropriate metric units and measurement tools to accurately measure and compare a range of quantities
- convert between metric units
- undertake calculations with relevant measurement formulae

**Context of and specific resources for assessment**

Assessment must ensure access to:

- authentic or simulated tasks, materials and texts in appropriate and relevant contexts
- appropriate measuring instruments

At this level the learner can:

- flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems
- work independently and initiate and use support from a range of established resources
- use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of measurements and calculations undertaken using a range of appropriate formulae
- oral or written questioning to assess the ability to use the features and language of shape to describe a range of shapes and their plans

<b>Unit Code</b>	<b>VU22423</b>
<b>Unit Title</b>	<b>Investigate numerical and statistical information</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to investigate and interpret numerical information embedded in a range of texts. It also includes creating, investigating and interpreting statistical data, tables and graphs related to personal, public, work or education and training needs. At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and which include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, &amp; 4.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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.
	<p>1.1 Identify and extract <b><i>numbers and numerical information</i></b> embedded within a range of <b><i>texts</i></b></p>

- |   |   |
|---|---|
| 1 Investigate and interpret numerical information in a range of texts | 1.2 Use an appropriate <b>mathematical procedure</b> to undertake calculations when investigating the numbers and numerical information in the text<br><br>1.3 Make an initial estimate of the result then perform an accurate <b>numerical calculation</b><br><br>1.4 Use the <b>descriptive language of numbers and numerical information</b><br><br>1.5 <b>Interpret the results</b> in terms of their reasonableness against initial estimates and in terms of any personal, social or work consequences.             |
| 2 Investigate and create statistical data, tables and graphs          | 2.1 <b>Collect and represent data</b> in tables and in <b>graphical form</b> , using appropriate scales and axes<br><br>2.2 Calculate <b>measures of central tendency</b> and <b>simple measures of spread</b> for sets of ungrouped data<br><br>2.3 Use the <b>descriptive language of graphs, tables and averages</b><br><br>2.4 Interpret the results of the investigation in terms of the meaning of the data and /or accompanying texts, tables and graphs and in terms of any personal, social or work consequences |

### Required Knowledge and Skills

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

**Required Knowledge:**

- signs / prints/ symbols represent meaning in texts and materials
- decimals, fractions and percentages and their equivalent forms
- key features and conventions of tables and graphs
- techniques used to make initial estimations and check results of calculations in relation to the context
- measures of central tendency and simple measures of spread

**Required Skills:**

- communication and literacy skills to:
  - read relevant texts incorporating numerical and statistical information in tables and graphs
  - use both informal and formal language of number and data to investigate and interpret a range of numerical and statistical information
  - read, understand and interpret numerical information embedded in texts
- problem solving skills to calculate with different types of numbers and mathematical procedures
- numeracy skills to collect data and create tables and statistical graphs

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Numbers and numerical information*** may include:

- whole numbers, fractions, decimals, percentages and ratios and their equivalent values in a form appropriate to the situation
- chance and probability values related to the likelihood of everyday chance events such as chance of rain, gambling
- rates including km/hr, \$/m, \$/m<sup>3</sup>, one in ten
- ratios
- relevant positive and negative numbers such as to Temperature
- numbers expressed as simple powers such as e.g. 2<sup>3</sup>, 5<sup>2</sup> and which may include simple scientific notation such as 3.6 x 10<sup>3</sup>
- common square roots and their meaning such as  $\sqrt{4} = 2$

**Texts** may include:

- printed and digital texts:
  - website, newspaper, or magazine journal articles
  - workplace documents
  - financial information such as taxation returns
  - advertising leaflets / catalogues
  - timetables

**Mathematical procedure** includes:

- addition, subtraction, multiplication, division (+, −, ×, ÷), conversion between fractions, decimals and percentages then an operation, several conversions to allow comparison
- using different methods, and choosing the most appropriate method for the question such as 5% done in the head using  $\frac{1}{2}$  of 10%, or using pen and paper, whereas complicated calculations such as 4.25% done only using a calculator
- conversion of fractions, decimals, percentages and ratios into their equivalent values in a form appropriate to the situation

**Numerical calculation** includes:

- +, −, ×, ÷ with whole numbers and decimals where division by decimal values and long division may be worked out on a calculator
- +, −, ×, ÷ with standard fractions only e.g.  $\frac{2}{3}$ ,  $\frac{1}{5}$ ,  $\frac{7}{10}$ , etc. and where multiplication and division with fractions is related to relevant applications for example. multiplying fractions when increasing a recipe with fractions; calculating how far an estimated distance is based on a pace length of  $\frac{3}{4}$  of a metre
- percentages including % of, % change and A as % of B
- routine rate and ratio calculations such as 2:3=4?
- knowledge and use of the order of arithmetic operations
- calculations can be undertaken flexibly using a blend of relevant “in the head” methods, and formal pen and paper and calculator procedures and software programs where appropriate

**Descriptive language of numbers and numerical information may include:**

- reading and writing decimal numbers such as point two four five, 0.245, two and five thousandths, 2.005
- common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations
- symbols and words for comparison such as  $>$ ,  $<$ ,  $=$ ,  $\geq$ ,  $\leq$

**Interpret the results** refers to:

- a comparison of final result to initial estimate or referral to context to decide if the result is possible or relevant
- knowledge that may lead to comparison to previous experience and therefore decide whether result is appropriate

**Collect and represent data** refers to:

- data which can be existing or newly collected via a survey/questionnaire
- data which may be whole numbers, percentages, decimals and fractions
- grouping data entering data into hard copy tables or into a word processing package or spreadsheet

**Graphical form** may include:

- pie charts, bar graphs, line graphs, pictograms typically found in newspapers, on household bills, information leaflets
- scales created should be appropriate to the data collected or being investigated
- scatter diagrams, box and whisker plots

**Measures of central tendency** refers to:

- mean, median and mode calculated from survey results, wages, production figures, sports information, sample packet contents
- the use or misuse of the term average in relation to this should be discussed

**Simple measures of spread** may include:

- range
- interquartile range

***Descriptive language of graphs, tables and averages may include:***

- common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations
- symbols and words for comparison such as  $>$ ,  $<$ ,  $=$ ,  $\geq$ ,  $\leq$
- descriptive language of graphs, tables and averages such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average, range
- a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- read and extract numerical information embedded in a range of texts
- undertake a range of mathematical calculations with numbers, make initial estimates of results and interpret and convey the results using both informal and formal language of numbers, graphs, tables and statistical information
- collect and organise data into tables and construct graphs using appropriate scales and axes
- use key features and conventions of tables and graphs and of measures of central tendency and simple measures of spread to investigate and interpret some unfamiliar statistical information



**Context of and specific resources for assessment**

Assessment must ensure:

- access to authentic or simulated tasks, materials and texts in appropriate and relevant contexts

At this level the learner can:

- flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems
- work independently and initiate and use support from a range of established resources
- use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to investigate and interpret numerical information embedded in a range of relevant texts
- portfolio of tables and graphs created by the learner which demonstrate the ability to investigate and interpret statistical data
- oral or written questioning to assess the ability to use the formal and informal language of numbers, graphs, tables and statistical information to interpret and convey the results of a range of mathematical calculations

<b>Unit Code</b>	<b>VU22424</b>
<b>Unit Title</b>	<b>Investigate and use simple mathematical formulae and problem solving techniques</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop and use simple formulae to describe and represent relationships between variables in a range of real life contexts. It involves using simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems related to personal, public, work or education and training needs. At this level the learner works independently across a range of contexts including some that are unfamiliar and/or unpredictable and which include some specialisation. Learners at this level work independently and initiate and use support from a range of established resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 4: 4.09, 4.10, &amp; 4.11.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is strongly recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Develop and use simple mathematical formulae in relevant contexts                      | 1.1 Develop <b>simple formulae</b> and <b>algebraic expressions</b> which generalise straightforward number patterns or relationships between variables in familiar and some unfamiliar contexts<br><br>1.2 Translate <b>simply worded problems</b> involving unknown quantities into simple linear <b>equations</b><br><br>1.3 Use <b>verbal generalisations</b> and <b>informal and symbolic notation, representation and conventions</b> of algebraic expressions<br><br>1.4 Substitute into simple formulae or simple linear equations to find particular values and to check the effectiveness of the developed formulae or equation<br><br>1.5 Solve simple formulae and equations using <b>informal or formal techniques</b> |
| 2 Use mathematical problem solving techniques to investigate and solve relevant problems | 2.1 Use <b>appropriate techniques</b> to interpret and extract relevant information from a <b>problem solving activity or text</b><br><br>2.2 Select and use a range of appropriate <b>problem solving techniques</b><br><br>2.3 Assess the <b>reasonableness of the result</b> and select an alternative problem solving technique, if necessary<br><br>2.4 Use the <b>language and terminology</b> of problem solving to communicate the procedures and outcomes of the problem solving activity  |

## Required Knowledge and Skills

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

### Required Knowledge:

- signs / prints/ symbols represent meaning in relation to the writing and representation of algebraic expressions
- the use and the purpose of formulae and that they represent relationships between variables in real life tasks and situations

### Required Skills:

- literacy skills to read relevant texts and diagrams
- problem solving skills to:
  - understand and use simple mathematical formulae
  - interpret, use and calculate with a range of types of numbers

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Simple formulae** may include:
- formulae between variables in familiar and some unfamiliar contexts:
    - volume of a rectangular prism ( $V = L \times W \times H$ )
    - Australian Rules football scores ( $P = 6g + b$ )
    - cost of payment for a plumber charging \$120 per hour and a call out fee of \$50 ( $C = 50 + 120h$ )

- Algebraic expressions** includes:
- linear relationships and algebraic expressions for number patterns involving one or two arithmetical steps and based around situations that can be described or modelled such as “double the number and add five more”

- Simply worded problems** should include:
- one or two arithmetical steps and use language such as doubling, halving, words for the four arithmetic operations

- Equations** should:
- normally involve only two variables using one or two mathematical operations

- Verbal generalisations** may include:
- language such as doubling, halving, squaring, ‘\$25 plus \$60 per hour’

- Informal and symbolic notation, representation and conventions** includes:
- informal representations using words or letters and symbols and standard abbreviations and conventions for the four operations, squares, and fractional amounts including using meaningful symbols such as □’s for unknowns, t’s for teaspoons, P for profit, etc. for written generalisations
  - conventions for writing algebraic expression, such as not using a symbol for multiplication as in  $6g = 6 \times g$

**Informal or formal****techniques** may include:

- informal techniques such as backtracking / guess / check and improve
- simple applications of formal techniques such as using inverse operations to both sides of an equation in order to isolate the required variable on one side of the equation
- simple graphical techniques such as plotting a graph from a table of values and identifying key values from the graph (not including gradient at this level)

**Appropriate techniques** may include:

- restating/rewriting
- drawing diagrams, using flow charts, sketching a graph

**Problem solving activity or text** includes:

- activities / tasks which require strategies other than the standard application of arithmetical processes

**Problem solving techniques** may include:

- guess and check; elimination; making a table, diagram or sketch; using patterns; simplifying; concrete modelling
- those modelled by the teacher at this level with guidance and support via leading questions

**Reasonableness of the result** refers to:

- a comparison of final result to initial estimate or referral to context to decide if the result is possible, relevant
- knowledge that may lead to comparison to previous experience and therefore decide whether result is appropriate

**Language and terminology** includes:

- common words and phrases for mathematical problem solving techniques such as guess and check, pattern, simplify, trial and error

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- develop and write a range of simple formulae based on real life situations or which generalise straightforward number patterns or relationships between variables
- use a range of simple algebraic techniques in using and solving simple mathematical formulae and algebraic expressions
- choose appropriate mathematical problem solving techniques to investigate and solve relevant problems

**Context of and specific resources for assessment**

Assessment must ensure:

- access to authentic or simulated tasks, materials and texts which require strategies other than the standard application of arithmetical processes

At this level the learner can:

- flexibly use a blend of personal “in the head” methods, and formal pen and paper and calculator procedures (and software programs where appropriate) to solve problems
- work independently and initiate and use support from a range of established resources
- use a range of informal and formal oral and written mathematical language, symbols, abbreviations and diagrams

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to use a range of mathematical problem solving techniques and to develop and use formulae and algebraic expressions in familiar and some unfamiliar contexts
- oral or written questioning to assess the ability to translate simply worded problems involving unknown quantities into simple linear equations and to communicate processes and outcomes of mathematical problem solving

<b>Unit Code</b>	<b>VU22425</b>
<b>Unit Title</b>	<b>Investigate an environmental issue</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to use an evidence-based approach to investigate an environmental issue.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b>	<b>Performance Criteria</b>
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 an investigation of an event which has affected the environment	1.1 Identify a natural or human <b>event</b> which has had an <b>impact</b> on the environment 1.2 Discuss and confirm with a <b>relevant person</b> an <b>experiment or investigation</b> to research the event 1.3 Select <b>investigation methods</b> and confirm with a relevant person 1.4 Develop a <b>plan</b> to investigate the event and confirm with a relevant person
2 Examine the environmental impact of the event	2.1 Examine <b>scientific ideas or explanations</b> of the event 2.2 Investigate the impact of the event on the environment 2.3 Record the results of the investigation using <b>appropriate scientific terminology</b>
3 Report on the investigation	3.1 <b>Present</b> the findings of the investigation 3.2 Discuss the <b>outcomes</b> of the investigation using appropriate scientific terminology

### Required Knowledge and Skills

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

**Required Knowledge:**

- scientific terminology to enable information and ideas to be expressed verbally and in writing
- meaning making strategies including the ability to interpret and analyse a series of connected paragraphs
- sources of scientific information

**Required Skills:**

- communication skills to:
  - present findings
  - discuss the outcomes of investigations
- problem solving skills to analyse scientific information

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Event*** may include:

- natural events related to climatic change, atmospheric change, movements of the earth's crust and mantle:
  - weather patterns
  - continental shift
  - variation in flora and fauna
  - formation of the earth's strata
  - movement of the earth's crust and mantle
  - seasonal cycles
- human induced events:
  - introduction of invasive species such as rabbits and cane toads into Australia
  - introduction of invasive flora
  - global warming
  - irrigation
  - land clearing
  - intensive farming
  - use of chemicals
  - mining
- nuclear power



**Impact** may include:

- global warming / climate change / erosion
- extreme natural events such as hurricanes, bushfires, earthquakes, floods, tsunamis, drought
- extinction of flora or fauna
- health problems
- changes to ecosystems
- population movement
- changes to lifestyle

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Experiment or investigation** may include:

- the relationship between atmospheric change and a natural event
- the relationship between movement of the earth's crust and mantle and a natural event
- the changing position of continental Australia over geological time
- how flora and fauna have adapted to a particular zone such as temperate, tropical zones
- the reasons for and the impact of introducing particular flora or animal species to Australia
- the impact of conservation activities on the environment such as recycling, pollution control, alternative fuels
- global warming as a phenomenon that has contributed to life on earth
- the methods and technology used to measure the earth's movements including animal movements, seismograph and satellite
- the causes and effects of erosion
- building a model of a volcano
- building a models of mountain formation
- preparing a poster of the water or carbon, nitrogen cycle showing its importance in the environment
- researching artificial biospheres

**Investigation methods** may include:

- observation / interviews
- collection of data or evidence
- identifying the hypothesis behind the issue and testing undertaken
- checking the reproducibility and range of applicability of the results including do the results apply to all, many or few?
- listening to guest speakers
- searching the internet or reference books

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Scientific ideas or explanations** may include:

- aspects and/or principles of conservation that relate to the event
- major factors that have contributed to the development of the environment found on earth, including climatic and atmospheric factors
- major environmental zones found on earth such as subterranean, lithosphere, hydrosphere, atmosphere, biosphere
- the effects of natural or human induced changes in the environment
- the make up of the earth's crust including rock types and their formation; methods for determining the age of the earth
- concept of habitats and niches

**Appropriate scientific terminology** may include:

- language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report
- continental plates, volcanoes, earthquakes, oceans, rivers; climate zones and conditions including rainfall, temperature and atmospheric layers; environmental zones including rainforest, desert, aquatic, polar, temperate, equatorial, Mediterranean; global warming, deforestation, dam building, feral organisms

**Present** may include:

- using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports
- using diagrams, graphics or photographs
- identifying and interpreting trends or conclusions in the information

**Outcomes** may include:

- summary of issues of key scientific importance
- lessons learned
- relevance of issue to daily lives
- explaining the underlying scientific principles of an environmental issue in simple terms

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use an evidence-based approach to plan and conduct an investigation into an environmental issue
- present a report on the outcomes of the investigation using appropriate scientific terminology

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate to enable information to be researched
- laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of investigations undertaken:
  - according to a plan developed by the learner
  - including conclusions drawn on the impact of the scientific issue
- group discussion to assess the ability to discuss findings using appropriate terminology

<b>Unit Code</b>	<b>VU22426</b>
<b>Unit Title</b>	<b>Investigate the characteristics of living things</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to use an evidence-based approach to classify and research the characteristics of living things.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b>	<b>Performance Criteria</b>
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 classification systems of living things	1.1 Identify the <b>main characteristics</b> of living things 1.2 Identify the <b>scientific bases</b> of characteristics of living things 1.3 Identify the <b>classification systems</b> for explaining the diversity of life
2 Plan an investigation of characteristics of a subject	2.1 Select a <b>subject</b> for further <b>investigation</b> 2.2 Develop a <b>plan</b> to investigate the characteristics of the subject and confirm with a <b>relevant person</b> 2.3 Select a classification system and confirm with a relevant person
3 Investigate and classify the main characteristics of the subject	3.1 Apply the classification system to the subject 3.2 Record the results of the investigation using <b>appropriate scientific terminology</b>
4 Report on the investigation	4.1 <b>Present</b> the findings of the investigation 4.2 Discuss the findings of the investigation using appropriate scientific terminology

## Required Knowledge and Skills

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

### Required Knowledge:

- scientific terminology related to living things to enable information and ideas to be expressed verbally and in writing
- meaning making strategies including the ability to interpret and analyse information related to the investigation
- sources of scientific information about living things

### Required Skills:

- communication skills to:
  - present findings
  - discuss the outcomes of investigations
- literacy skills to gather and interpret scientific information about living things
- problem solving skills to select and apply appropriate classification system to investigation

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Main characteristics*** may include:

- living things are made up of cells with DNA
- living things reproduce
- living things grow
- the main body systems: circulatory, respiratory, digestive, skeletal, urinary, nervous, muscular reproductive, endocrine, immune (lymph) and integumentary (skin)
- major structural components of cells
- organisational relationships between organs, tissues, cells and systems
- interrelation of plants and animals
- cellular level: cell wall, membrane, nuclear membrane, nucleus, DNA, chloroplasts
- tissue level: cells organised into tissues such as bone, nervous (brain, sensory, responsive), muscle, skin
- vascular systems in plants

**Scientific bases** may include:

- using the characteristic of reproduction to compare and contrast bacterium and virus commenting on current view that virus is non-living
- using basic sampling procedures to describe field experiments
- using a light microscope to develop an understanding of magnitude and range involved in investigating living things
- devising and carrying out experiments to investigate the function of particular systems or parts
- developing skills and practices in care and handling of equipment and organic materials
- reporting on the work of a taxonomist in an herbarium or museum and why such work is important

**Classification systems** may include:

- patterns of similarities and differences between a range of living things
- major characteristics used in the five-kingdom system of classification
- using keys to classify organisms e.g. dichotomous keys

**Subject** may include:

- insects
- animals
- plants
- humans

**Investigation** may include:

- why particular sets of features such as colour, movement or structural features, are useful or not useful to sort organisms using dichotomous keys
- identification and classification of plants or animals that are banned or illegally imported to Australia
- useful and non-useful features of organisms for use in a hierarchy
- similarities and differences between the cells of living things
- mechanical and chemical processes of digestion
- role of the circulatory system in transporting the products of digestion to cells
- pathway taken by water and minerals from the soil to the leaves of a plant
- categories of inorganic and organic nutrients required by plants and animals and the uses to which they are put
- comparing the processes of nutrient uptake in heterotrophs and autotrophs

**Plan** may include:

- evidence-based approach including establishing initial question, setting up experiment or investigation, analysing and/or evaluating the results
- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- sources of information
- types of evidence such as photographs, printed information, interviews
- recording format

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members



**Appropriate scientific terminology** may include:

- appropriate terminology for the area of science that is being researched and the use of relevant terms
- specific terminology such as would be used to describe:
  - cells and cellular parts
  - tissues, bone, muscles, skin
  - various systems in plants and animals such as vascular, reproduction, nervous systems

**Present** may include:

- using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports about the main characteristics of living things
- using diagrams, graphics or photographs
- identifying and interpreting trends or conclusions in the information

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use an evidence based approach to investigate and classify the main characteristics of living things
- present a report on the outcomes of an investigation into a living thing using appropriate scientific terminology

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate to enable information to be researched
- sources of information related to classification of living things

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- portfolio of investigations undertaken:
  - plan developed by the learner
  - results of the investigation
- group discussion to assess the ability to discuss findings using appropriate terminology

<b>Unit Code</b>	<b>VU22427</b>
<b>Unit Title</b>	<b>Investigate the impact of a scientific issue on the community</b>

<b>Unit Descriptor</b>	This unit describes the skills and knowledge to use an evidence-based approach to investigate the impact of a scientific issue on the community.
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<b>Employability Skills</b>	This unit contains employability skills.
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<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
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<b>Element</b>	<b>Performance Criteria</b>
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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 an investigation of a contemporary scientific issue                | 1.1 Identify a <b>scientific issue</b> which has an <b>impact</b> on the community<br>1.2 Identify the <b>context</b> of the issue<br>1.3 Select <b>investigation methods</b> and confirm with a <b>relevant person</b><br>1.4 Develop a <b>plan</b> to investigate the issue and confirm with a relevant person |
| 2 Examine the relationship between the scientific issue and the community | 2.1 Examine the impact of the issue on the community<br>2.2 Record the results of the investigation using <b>appropriate scientific terminology</b>  |
| 3 Report on the investigation   | 3.1 <b>Present</b> the findings of the investigation<br>3.2 Discuss the <b>outcomes</b> of the investigation using appropriate scientific terminology  |

### Required Knowledge and Skills

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

**Required Knowledge:**

- scientific terminology to enable information and ideas to be expressed verbally and in writing
- meaning making strategies including the ability to interpret and analyse a series of connected paragraphs
- sources of scientific information

**Required Skills:**

- communication skills to:
  - present findings
  - discuss the outcomes of investigations
- problem solving skills to analyse:
  - scientific information
  - community impacts of scientific issues

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Scientific issue*** may include:

- genetic engineering
- genetically modified foods
- space program
- weapons research
- drug testing on humans
- transplant technologies
- technological developments
- medical developments
- stem cell research, cloning, gene banks
- environmental issues: weather patterns, drought, flood, greenhouse effect, global warming
- recycling processes, deforestation, conservation
- intensive farming practices and the impact on the land
- interspecies transfer of viruses

**Impact** may include:

- consequences relating to activity in the home:
  - using utensils to manage fire and heat food
  - using mechanical, electrical appliances
  - consumption of power, water and fossil fuels
  - waste disposal
  - using synthetics
- social:
  - using mechanical, electrical appliances
  - using cars
  - consumption of power, water and fossil fuels
  - renewable energy sources
  - waste disposal
- ethical:
  - birth control measures
  - animal testing
- benefit or harm to person, specific groups in the community or society as a whole
- changes in scientific understanding:
  - weapons research
  - medical transplants, drugs, skin grafts
  - genetics, cloning, stem cell research
  - carbon dioxide, greenhouse effect and temperature rises
  - technology and artificial intelligence
  - bio chemistry and immunisation
- MRI decreasing dependence on X-rays

**Context** may include:

- environmental:
  - sewerage systems
  - environmentally sound recycling of organic wastes
  - traffic/pollution management in large cities
- industrial:
  - lifting practices to promote safety
  - robotics
  - hygiene practices in hospitals
- personal:
  - improvements in health treatments
  - improvements in sporting equipment, techniques and training methods
- principles of science:
  - conservation
  - achievement of equilibrium/balance
  - transfer and transformation of energy
  - levers/inclined plane applied to simple machines/toys
- applications of science:
  - technology such as telecommunications, electricity, calculators, plastics
  - substance such as medicinal drugs, catalysts in industry
  - processes such as aqueduct systems, distillation, water purification, waste management
- scientific inventions:
  - microscope
  - vaccination
  - refrigeration
  - chemicals derived from the distillation of crude oil
  - telecommunications
  - solar panels
  - photo enabled cellular phones

**Investigation methods** may include:

- observation
- interviews
- collection of data or evidence
- identifying the hypothesis behind the issue and testing undertaken
- checking the reproducibility and range of applicability of the results such as do the results apply to all, many or few?
- listening to guest speakers
- searching the internet or reference books

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Appropriate scientific terminology** may include:

- language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report
- appropriate terminology for the area of science that is being researched and the use of relevant terms

**Present** may include:

- using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports about science and society
- identifying or commenting on conclusions in the information:
  - the science involved
  - the people responsible for making decisions
  - the consequences of these decisions
  - whether the decision makers were prepared to face these issues
  - how they could be better prepared
- an outline/timeline of the scientific research linking the issue's history with current development
- summarising, explaining and interpreting the impact on self, community or society
- using diagrams, graphics or photographs

**Outcomes** may include:

- summary of issues of key scientific importance
- lessons learned
- relevance of issue to daily lives

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use an evidence-based approach to plan and conduct an investigation into the impact of a scientific issue on the community
- present a report on the outcomes of the investigation using appropriate scientific terminology

### Context of and specific resources for assessment

Assessment must ensure access to:

- computers and the internet where appropriate to enable information to be researched
- laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of investigations undertaken:
  - according to a plan developed by the learner
  - including conclusion drawn on the impact of the scientific issue
- group discussion to assess the ability to discuss findings using appropriate terminology



<b>Unit Code</b>	<b>VU22428</b>
<b>Unit Title</b>	<b>Investigate Indigenous history</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to investigate and become familiar with the political and social history of Aboriginal and/or Torres Strait Islander Australia from pre-history to the present day.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to develop their general knowledge of the history of Aboriginal and/or Torres Strait Islander Australia Where application is as part of the Certificate II in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of the Core Skills units <i>VU22414 Engage with a range of complex texts for learning purposes</i> and <i>VU22419 Create a range of complex texts for learning purposes</i> .
<b>Element</b>  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b>  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 Aboriginal and/or Torres Strait Islander Australia prior to European settlement	1.1 Outline the <b>main characteristics of</b> Aboriginal and/or Torres Strait Islander <b>Australians' life</b> before settlement 1.2 Identify key features of Aboriginal and/or Torres Strait Islander art and culture
2 Describe the impact of European contact on Aboriginal and/or Torres Strait Islanders	2.1 Identify the key <b>causes of conflict</b> between European settlers and Aboriginal and/or Torres Strait Islander Australians 2.2 Outline <b>the impact of settlement</b> on Aboriginal and/or Torres Strait Islander people
3 Describe key historical events impacting on Aboriginal and/or Torres Strait Islander communities	3.1 Identify <b>key events</b> in Aboriginal and/or Torres Strait Islander history 3.2 List the impact of key historical events on Aboriginal and/or Torres Strait Islander people
	4.1 Select the <b>issue or identity</b>

- |   |   |
|---|---|
| <p>4 Investigate a key issue or an identity in present day Aboriginal and/or Torres Strait Islander Australia</p> | <p>4.2 Identify the impact of the issue or identity on the Aboriginal and/or Torres Strait Islander and / or the broader Australian community</p> |
|---|---|

## Required Knowledge and Skills

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

Required Knowledge:

- a range of vocabulary including some specialised vocabulary to support comprehension
- techniques used by writers to convey meaning and achieve purpose
- sources of information about Aboriginal and/or Torres Strait Islander history
- ways in which texts reflect an author's culture, experiences and value system

Required Skills:

- literacy skills to:
  - locate and gather information about Aboriginal and/or Torres Strait Islander history
  - select and apply reading strategies to interpret and analyse texts about Aboriginal and/or Torres Strait Islander history
  - apply critical analysis skills to interpret information
  - assess relevance of texts to own purposes and 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.

***Main characteristics of*** Aboriginal and/or Torres Strait Islander ***Australians' life*** may include

- location:
  - coastal
  - inland
- kinship groups
- language groups
- traditions such as story telling
- environmental management
- mobility

**Causes of conflict** may include:

- attitude to the land:
  - land as mother
  - the concept of 'terra nullius'
- colonialism / imperialism
- religious and cultural differences

**Impact** may include:

- genocide through war, disease, language loss
- loss of food sources
- cultural loss

**Key events** may include:

- genocide
- missions and reserves
- assimilation policy
- stolen generations
- deaths in custody
- 1967 referendum and its impact
- land rights / tent embassy / aboriginal flag
- community control
- intervention strategy

**Issue or Identity** may include:

- issue:
  - the Aboriginal and/or Torres Strait Islander voice in Australian politics and Indigenous policy initiatives
  - place of Aboriginal and/or Torres Strait Islander culture in contemporary Australian society

the rising middle class access to education and business

- identity:
  - leader
  - academic
  - artist / film maker / actor
  - sports person

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- source information on Aboriginal and/or Torres Strait Islander history, culture and issues
- interpret information on Aboriginal and/or Torres Strait Islander history, culture and issues
- use information to investigate impact of issues on an Aboriginal and/or Torres Strait Islander identity on the community

**Context of and specific resources for assessment**

Assessment must ensure access to:

- sources of information about Aboriginal and/or Torres Strait Islander history and culture
- people in the community, guest speakers
- computer hardware/software and internet access as appropriate

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting and making meaning of information related to Aboriginal and/or Torres Strait Islander history and culture
- oral or written questioning to assess learner's knowledge of sources of information about Aboriginal and/or Torres Strait Islander history
- paper based or e-portfolio of information on Aboriginal and/or Torres Strait Islander issues

<b>Unit Code</b>	<b>VU22429</b>
<b>Unit Title</b>	<b>Investigate features of Australian culture</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to investigate and become familiar with aspects of Australian culture from both the past and present.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners wishing to develop their general knowledge of features of Australian culture including visual art, language and films and as a means of developing their literacy and numeracy skills</p> <p>Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills reading unit <i>VU22414 Engage with a range of complex texts for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 features of the visual arts in Australia	1.1 Select one of the <b>visual arts</b> 1.2 Give <b>historical background</b> of the art 1.3 Identify the key figures associated with the visual art 1.4 Outline the features of one artist's <b>work</b>
2 Investigate concepts of Australian identity and culture	2.1 Identify key elements of <b>Australian Englishes</b> 2.2 Describe Australian <b>cultural icons</b> 2.3 Describe <b>key elements</b> of Australian entertainment and leisure
3 Investigate a local example of Australian art or culture	3.1 Locate an example of Australian art or culture 3.2 Describe the significance of the example 3.3 Describe the <b>key characteristics</b> of the example

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|---|---|---|
|   | 3.4   | Explain reasons for selection and give an opinion of the example  |
| 4 | Describe the features of an Australian film | 4.1 Identify the title, creators and key participants<br>4.2 State the setting and location of the film<br>4.3 List the key events<br>4.4 Identify any significant issues or themes<br>4.5 Apply a range of strategies to critically analyse the film |

## Required Knowledge and Skills

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

### Required Knowledge:

- knowledge of a range of vocabulary related to arts and culture including some specialised vocabulary to support comprehension
- knowledge of techniques used by writers to convey meaning and achieve purpose
- factors that influence a text such as an author's culture, experiences and value system

### Required Skills:

- literacy skills: to:
  - locate and gather information about Australian art and culture
  - select and apply reading strategies to interpret and analyse texts about Australian art and culture
  - apply critical analysis skills to interpret information
  - assess relevance of texts to own purposes and needs
- oral communication skills to discuss features and content of information to establish relevance and effectiveness

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Visual arts** may include:

- painting
- drawing
- print making
- textile / craft work
- ceramics
- sculpture
- photography

**Historical background** may include:

- major movements or periods:
  - Indigenous
  - colonial
  - impressionist

**Artist's work** may include:

- location and time work was created
- main techniques
- influences
- themes and intentions
- colour and materials used
- size and nature of the work
- relevant personal attributes

**'Australian' Englishes** may include:

- Standard Australian English
- slang / colloquialisms
- indigenous Australian languages
- regional differences
- vocabulary items (compared with US or British English)

**Icons** may include:

- people, for example sports people, scientists
- objects
- buildings
- songs
- pictures / paintings
- food

**Key elements** may include:

- music, dance and song
- religious practices
- sport

**Key characteristics** may include:

- visual – colour / size / shape / material
- performance – participants / costumes / where performed

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- locate and interpret information on visual arts and Australian cultural identity
- respond to local art and culture
- interpret and respond to Australian film

### Context of and specific resources for assessment

Assessment must ensure access to:

- access to sources of information about Australian art and culture
- computer hardware/software and internet access as appropriate

### Method(s) of assessment

The following are suggested assessment methods for this unit:

- direct observation of the learner interpreting information in, and making meaning of information related to Australian art and culture
- oral or written questioning to assess learner's knowledge of features of Australian art and culture
- paper based or e-portfolio of information of examples of Australian art and culture



<b>Unit Code</b>	<b>VU22430</b>
<b>Unit Title</b>	<b>Investigate continuity of life</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to use an evidence-based approach to investigate the conditions required for life, and the continuity of life.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b>	<b>Performance Criteria</b>
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 an investigation of the conditions required for life, and the continuity of life	1.1 Select a <b><i>condition</i></b> required to allow living things to survive and diversify for <b><i>investigation</i></b> 1.2 Select <b><i>investigation methods</i></b> and confirm with a <b><i>relevant person</i></b> 1.3 Develop a <b><i>plan</i></b> to investigate the condition and confirm with a relevant person
2 Examine the condition and its impact	2.1 Investigate the <b><i>impact</i></b> of the condition on living things 2.2 Record the results of the investigation using <b><i>appropriate scientific terminology</i></b>
3 Report on the investigation	3.1 <b><i>Present</i></b> the <b><i>findings</i></b> of the investigation 3.2 Discuss the findings of the investigation using appropriate scientific terminology

### Required Knowledge and Skills

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

**Required Knowledge:**

- major components and characteristics of living things
- conditions which impact on living things
- meaning making strategies including the ability to interpret and analyse a series of connected paragraphs
- sources of scientific information

**Required Skills:**

- communication skills to:
  - present findings
  - discuss the outcomes of experiments
- problem solving skills to analyse scientific information

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Condition*** may include:

- common reproductive mechanisms
- the features and functions of the main parts of plant and/or animal reproductive systems
- the broad principles of natural selection
- comparative anatomy such as similarities in characteristics of living things with common ancestors (homology) which can be used as evidence to explain continuity of life.
- the genetic basis for inheritance
- the basic structure of chromosomes in terms of DNA and genes
- the outcome of mitosis and meiosis
- dominant or recessive genes
- ways in which inheritance can be manipulated by human intervention

***Investigation*** may include:

- different interactions in an ecosystem, including competition, predation, collaboration, parasitism, pollination, reproduction or parenting
- a food web of organisms in an ecosystem
- relationships between members of food chains, including a parasite-host relationship and producer-consumer relationship

**Investigation methods** may include:

- observation / interviews
- collection of data or evidence
- identifying the hypothesis behind the issue and testing undertaken
- checking the reproducibility and range of applicability of the results including do the results apply to all, many or few?
- listening to guest speakers
- searching the internet or reference books
- researching how meteorites are created

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Impact** may include:

- human impact
- conditions changing over time to affect diversity and survival of living things
- the effect of changes in the environment

**Appropriate scientific terminology** may include:

- language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field / activity / laboratory report
- DNA; RNA; mitosis; meiosis; sexual reproduction and asexual reproduction in plants, animals and microbes;
  - Mendelian genetics, modes of inheritance, dominant, recessive, intermediate
  - evolution
  - fossil record; geological time

**Present** may include:

- using everyday language and appropriate scientific terminology to present oral, written or visual informal or short formal reports about the main characteristics of living things
- using diagrams, graphics or photographs
- identifying and interpreting trends or conclusions in the information

**Findings** may include:

- summary of issues of key scientific importance
- lessons learned
- relevance of issue to daily lives

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use an evidence-based approach to plan and conduct an investigation into a condition required to allow living things to survive and diversify and analyse the impact of the condition on living things
- present a report on the outcomes of investigations using appropriate scientific terminology

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate to enable information to be researched
- laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available if required

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of investigations undertaken:
  - according to a plan developed by the learner
  - including conclusions drawn from the findings
- oral or written questioning to assess knowledge of the major components and characteristics of living things and the conditions which impact on living things
- group discussion to assess the ability to discuss findings using appropriate terminology

<b>Unit Code</b>	<b>VU22431</b>
<b>Unit Title</b>	<b>Investigate energy, force and matter</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to use an evidence-based approach to investigate the interactions between energy, force and matter.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b>	<b>Performance Criteria</b>
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 an investigation of interactions between energy, force and matter	1.1 Select <b>subjects</b> for investigation 1.2 Identify the scientific basis of the laws of motion and energy transformation 1.3 <b>Plan experiments or investigations</b> based on the <b>e</b> laws of motion or energy transformation and confirm with a <b>relevant person</b>
2 Examine interactions between energy, force and matter	2.1 Investigate the <b>behaviours of light</b> 2.2 Investigate the operation of familiar electrical devices and the effects of <b>electronic components</b> 2.3 Record the results of the experiments or investigations using <b>appropriate scientific terminology</b>
3 Report on the investigation	3.1 <b>Present</b> the findings of the experiments 3.2 Discuss the findings of the experiments using appropriate scientific terminology

### Required Knowledge and Skills

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

### Required knowledge

- scientific terminology related to energy, force and matter to enable information and ideas about the investigation to be expressed verbally and in writing
- meaning making strategies including the ability to interpret and analyse information related to the investigation of sources of scientific information about energy, force and matter

### Required Skills:

- communication skills to:
  - present findings
  - discuss the outcomes of experiments
- problem solving skills to apply laws of motion and energy transformation to investigation

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Subjects*** may include:

- behaviours of light
- operation of electronic components

***Plan*** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Experiments or investigations** may include:

- constructing a solar cooker
- using a curved reflector
- using a light box to investigate the path of light through lenses
- using iron filings to observe and record magnetic field patterns of magnets of various shapes and combinations
- investigating the electromagnetic spectrum including radio waves, infrared, microwaves
- building or dismantling a simple electric motor and investigating the condition under which it works best
- considering the conservation of energy principles in terms of transfer and transformation of energy in simple familiar activities
- explaining the movements of an aircraft as the result of interactions between lift, weight, thrust and drag
- explaining the structure and operation of an electromagnet using diagrams
- using a prism to provide an explanation of how a rainbow is formed
- linking the relationship between stopping distance and speed to issues of speed limits and road safety
- describing the similarities and differences in the way light, heat and sound are transmitted
- researching the processes required to produce electricity
- researching the processes in using a bicycle and dynamo to produce light

**Relevant person** may include:

- supervisor / mentor / teacher
- team members

**Behaviours of light** may include:

- shadow formation
- reflection—specular and diffuse
- refraction
- colour as frequency of light
- absorption



**Electronic components** may include:

- switches
- batteries
- globes
- resistors

**Appropriate scientific terminology** may include:

- language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field / activity / laboratory report
- terminology:
  - speed, acceleration, velocity
  - refraction, reflection, convection, conduction, radiation, frequency, wave length
  - unique effects such as Bernoulli effect
  - electromagnetism, gravity, nuclear
  - force, mass, energy
  - gears, levers, pulleys, circuits

**Present** may include:

- using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports
- using diagrams, graphics or photographs
- identifying and interpreting trends or conclusions in the information

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use an evidence-based approach to plan and conduct investigations into:
  - scientific basis of the laws of motion and energy transformation
  - behaviours of light
  - operation of familiar electrical devices and the effects of electronic components
- present a report on the outcomes of investigations using appropriate scientific terminology

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate to enable information to be researched
- sources of information and equipment related to the investigation

**Method(s) of assessment**

The following are suggested assessment methods for this unit:

- portfolio of investigations undertaken:
  - according to a plan developed by the learner
  - including conclusions drawn from the findings
- group discussion to assess the ability to discuss and present findings using appropriate terminology

<b>Unit Code</b>	<b>VU22432</b>
<b>Unit Title</b>	<b>Investigate chemical behaviour of common substances</b>

<b>Unit Descriptor</b>	This unit describes the skills and knowledge to use an evidence-based approach to investigate the chemical behaviour of common substances.
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<b>Employability Skills</b>	This unit contains employability skills.
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<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
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<b>Element</b>	<b>Performance Criteria</b>
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 an investigation of chemical reactions of common substances | 1.1 Select <b>common substances</b> for investigation<br>1.2 Develop a <b>plan</b> to conduct <b>experiments</b> to investigate the chemical behaviour of common substances and confirm with a <b>relevant person</b>        |
| 2 Examine chemical reactions of common substances                  | 2.1 Identify chemical reactions of common substances<br>2.2 Represent chemical reactions using <b>formulae and balanced equations</b><br>2.3 Record the results of the experiments <b>appropriate scientific terminology</b> |
| 3 Report on the investigation                                      | 3.1 <b>Present</b> the findings of the experiments<br>3.2 Discuss the findings of the experiments using appropriate scientific terminology   |

### Required Knowledge and Skills

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

**Required Knowledge:**

- the periodic table and aspects of structure
- electronic configuration of common elements
- characteristics and behaviour of matter
- scientific terminology to enable information and ideas to be expressed verbally and in writing
- sources of scientific information

**Required Skills:**

- communication skills to:
  - present findings
  - discuss the outcomes of investigations
- problem solving skills to analyse scientific information

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Common substances*** may include:

- solid, liquid or gas such as household chemicals

***Plan*** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Experiments** may include:

- investigating the reactions of metals with water and diluting acids and placing the metals in order of reactivity
- investigating the effect of different grain size of an effervescent tablet compared to a spoonful of powder on the rate of production of bubbles when mixing it with water
- constructing a timeline of the discovery of the elements and suggesting reasons for the difficulty in identifying more recently isolated elements
- separating components of various food dyes or plant pigments, using chromatography
- describing and modelling changes of states in water using appropriate concepts and terminology
- investigating and discussing changes that accompany rusting, and explaining why the rust is described as a new and different substance
- using diagrams to depict how atoms rearrange into different molecules as a result of a chemical reaction.
- researching alchemy

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Formulae and balanced equations** may include:

- representing chemical change using chemical symbols and formulae
- assigning symbols to represent the physical state of reactants and products
- interpreting and representing chemical reactions, using word equations
- explaining how balanced chemical equations represent the conservation of the numbers of atoms of each element involved in a chemical reaction

**Appropriate scientific terminology** may include:

- language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report
- terminology such as atomic particles, atomic number, atomic weight, electronic configuration; metals and non-metals

**Present** may include:

- using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports about chemicals and change
- symbolically using formulae of common substances such as CO<sub>2</sub>, using diagrams, graphics or photographs
- identifying and interpreting trends or conclusions in the information/data
- reporting on the production, uses and impact on society of a chosen substance

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use an evidence-based approach to plan and conduct an investigation into the chemical behaviour of common substances
- use formulae and balanced equations to represent common chemical reactions
- report on the findings of the investigation using appropriate scientific terminology

### Context of and specific resources for assessment

Assessment must ensure access to:

- computers and the internet where appropriate to enable information to be researched
- laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of experiments undertaken:
  - according to a plan developed by the learner
  - including conclusions drawn on the impact of the scientific issue
- group discussion to assess the ability to discuss findings using appropriate terminology
- oral or written questioning to assess knowledge of the periodic table, aspects of structure, electronic configuration of common elements and characteristics and behaviour of matter

<b>Unit Code</b>	<b>VU22433</b>
<b>Unit Title</b>	<b>Investigate the solar system</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to use an evidence-based approach to investigate a feature of the solar system and its impact on the earth or other parts of the solar system.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b>	<b>Performance Criteria</b>
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 an investigation of a feature of the solar system	1.1 Select a <b><i>feature of the solar system</i></b> for <b><i>investigation</i></b> 1.2 Select <b><i>investigation methods</i></b> and confirm with a <b><i>relevant person</i></b> 1.3 Develop a <b><i>plan</i></b> to investigate the feature and confirm with a relevant person
2 Examine the feature and its impact	2.1 Investigate the <b><i>impact</i></b> of the feature on the earth or on other parts of the solar system 2.2 Record the results of the investigation using <b><i>appropriate scientific terminology</i></b>
3 Report on the investigation	3.1 <b><i>Present</i></b> the findings of the investigation 3.2 Discuss the <b><i>outcomes</i></b> of the investigation using appropriate scientific terminology

### Required Knowledge and Skills

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



**Required Knowledge:**

- major components and characteristics of the universe
- scientific terminology to enable information and ideas to be expressed verbally and in writing
- meaning making strategies including the ability to interpret and analyse a series of connected paragraphs
- sources of scientific information

**Required Skills:**

- communication skills to:
  - present findings
  - discuss the outcomes of investigations
- problem solving skills to analyse scientific information

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Feature of the solar system***  
may Include:

- the sun, earth, moon and their relative positions
- known planets and their moons
- known minor planets
- asteroid belts
- comets
- Kuiper belt
- black holes
- nebulae
- stars
- asteroids
- galaxies
- gravitational field
- light year

**Investigation** may include:

- the life cycle of a star
- how the sun produces energy (nuclear fusion)
- the effect sunspots have on life on earth
- how the relative positions of the earth and sun affect day and night
- researching the seasons found on the earth
- calculating the time it would take to travel to the nearest star, using a variety of modes of travel
- international space programs
- making systematic observations of the sky including significant stars, constellations, moon and planets
- making models to explain phenomena including eclipses, equinoxes and solstices
- researching aspects of the International Space Station
- explaining how scientists have modified and rejected ideas relating to the solar system that previously were considered to be correct
- describing some of the common dilemmas and problems of space flight, moon landings and other space probes
- detailing the probability of human habitation of the moon or mars
- researching the possibility of living in space
- creating a timeline displaying a history of human understanding of earth's place in space
- investigating the development and use of satellites

**Investigation methods** may include:

- observation / interviews
- collection of data or evidence
- identifying the hypothesis behind the issue and testing undertaken
- checking the reproducibility and range of applicability of the results including do the results apply to all, many or few?
- listening to guest speakers
- searching the internet or reference books
- research how meteorites are created

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Impact** may include:

- the aurora
- proton events
- geomagnetic storms
- sunspots
- coronal storms
- nuclear fusion
- solar prominences
- solar wind
- magnetic fields
- ultraviolet emission
- radiation hazards
- disrupted communication systems
- meteorites
- changes to weather patterns

**Appropriate scientific terminology** may include:

- language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, field or activity report, laboratory report
- terminology such as star, galaxy, planet, comet, asteroid belt, Kuiper belt, black holes, quasars, galaxies, nebulae, space research, moon landings, planetary probes; theories of universe origin and development

**Present** may include:

- using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports
- using diagrams, graphics or photographs
- identifying and interpreting trends or conclusions in the information

**Outcomes** may include:

- summary of issues of key scientific importance
- lessons learned
- relevance of issue to daily lives
- explaining the underlying scientific principles of a feature of the solar system in simple terms

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use an evidence-based approach to plan and conduct an investigation into a feature of the solar system and its impact on the earth or other parts of the solar system
- present a report on the project outcomes using appropriate scientific terminology

**Context of and specific resources for assessment**

Assessment must ensure access to:

- computers and the internet where appropriate to enable information to be researched
- laboratory facilities or adequate equivalent facilities where water, heat source and proper ventilation are available where required for the assessment

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of investigations undertaken:
  - according to a plan developed by the learner
  - including conclusions drawn on the impact of the feature of the universe under investigation
- group discussion to assess the ability to discuss findings using appropriate terminology

<b>Unit Code</b>	<b>VU22434</b>
<b>Unit Title</b>	<b>Evaluate pathway options, design a learning plan and compile a portfolio</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to establish learning goals, critically evaluate pathway options, design, implement and monitor a learning plan; and compile a portfolio of evidence.</p> <p>Learners at this level work autonomously and use and evaluate a broad range of support resources.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners with personal, learning, employment and community participation goals. The learning plan documents an agreed program that the learner will undertake during the course to research and evaluate pathways, plan, document, and monitor progress towards achieving learning goals and objectives. The learner will also develop and maintain a portfolio of evidence which documents achievement of course goals and meets formal requirements of the audience.
<b>Element</b>	<b>Performance Criteria</b>
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. Establish learning goals	<p>1.1 Establish and prioritise <b><i>learning goals</i></b></p> <p>1.2 <b><i>Critically analyse and evaluate</i></b> current skills and knowledge against goals</p> <p>1.3 Explore <b><i>own personal learning context</i></b> in relation to achieving identified goals</p> <p>1.4 Examine potential <b><i>barriers to success</i></b> in meeting goals and strategies to manage these</p>
2 Critically assess potential pathway options	<p>2.1 Research a broad range of pathway <b><i>options</i></b></p> <p>2.2 Critically evaluate <b><i>sources of information</i></b> about options</p> <p>2.3 Synthesise and compare information about possible options</p>

	2.4	Critically evaluate options in relation to own interests, skills and knowledge
3 Design and implement an individual learning plan	3.1	Determine <b>the purpose</b> and <b>features</b> of an individual learning plan
	3.2	Define the <b>processes for developing an individual learning plan</b>
	3.3	Document the individual learning plan
4 Prepare portfolio of completed work samples	4.1	Explore possible <b>audiences</b> and <b>uses</b> for the portfolio
	4.2	Confirm <b>requirements of the portfolio</b>
	4.3	Select and evaluate <b>types of evidence</b>
	4.4	Confirm and assemble evidence for portfolio
	4.5	Seek feedback on the effectiveness of the portfolio from advisors and respond accordingly
5 Monitor and update the individual learning plan	5.1	Critically evaluate progress towards end-of-course goals and objectives
	5.2	Identify and discuss <b>factors which contributed to success</b> in meeting goals
	5.3	Identify learning strategies which can be applied to other contexts
	5.4	Evaluate individual learning plan and redraft as required.

## Required Knowledge and Skills

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

**Required Knowledge:**

- benefits of documenting learning, monitoring and reviewing learning goals
- potential barriers to learning and strategies to manage them

**Required Skills:**

- communication and literacy skills to:
  - participate in the planning process to develop a learning plan
  - discuss aspects of the learning plan such as purpose and relationship to goals to support development of the plan
  - source, analyse and critically evaluate a range of information about potential options
  - develop and document a learning plan according to identified processes
- problem solving skills to:
  - gather and synthesise information to support development of the plan
  - draw on previous experiences to inform development of the plan
  - identify, select and evaluate evidence for the portfolio
  - critically compare own skills to learning goals and compare options to identify achievable steps
- self-management skills to:
  - evaluate own skills and knowledge to match to appropriate options
  - monitor and adjust own progress against documented learning plan

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Learning goals*** may include:

- improving reading, writing and numeracy skills for a variety of purposes, for example:
  - further study
  - employment
  - community participation
  - health and well being
  - achieving specific competencies
  - gaining target qualifications
  - changing career
- career advancement

***Critically analyse and evaluate*** may include:

- evaluating own capacities and limitations
- identifying gaps in own underpinning skills and knowledge and how to address these



**Own personal learning context** can include:

- previous work experience
- volunteer or recreational experience
- study including formal schooling or informal learning
- health and other personal matters

**Barriers to success** may include:

- levels of motivation
- family responsibilities
- current life circumstances such as physical, mental, emotional or social constraints
- negative educational experiences
- cultural differences
- multiple roles and responsibilities

**Options** may include:

- further study in VET and / or higher education
- employment, including seeking promotion and accessing training opportunities
- industry qualifications
- community participation
- personal development options

**Sources of information** may include:

- on-line data bases, e.g. for employment options
- career counsellors
- training organisation materials and open days
- education/ careers sections in newspaper
- VTAC Guide

**Purposes** may include:

- assisting the learner to plan systematically for the attainment of goals
- as a tool to monitor progress
- to assist the transition of the learner to his/ her preferred options at the end of the course

**Features** include:

- short and long term goals and indicators of success
- actions and activities to be undertaken, including monitoring arrangements
- responsibilities
- timelines

**Processes for developing an individual learning plan**

include:

- assessment of own needs
- negotiation and development of long term goals
- identifying one or two short term specific objectives
- determination of tasks and progress to achieve goals and objectives
- identification of additional support persons:
  - Community Advocates and Learning Partners/Indigenous community members
  - case workers and personal carers
  - career counsellors
  - peer support
  - family members

**Audiences** may include:

- admissions officers
- employers
- employment agencies
- self
- family

**Uses** may include:

- documenting progress towards achievement of goals
- documenting competencies
- building a picture of personal attributes
- identifying areas for further skill development
- documenting employability skills

**Requirements of portfolio** may include:

- portfolio pieces selected and organised logically for example, by date, topic area, unit of study
- format of portfolio consistent with audience, purpose and use
- proof reading for spelling and punctuation

**Types of evidence** may include:

- collections of samples compiled by the learner
- products with supporting documentation
- journal/log book
- certificates

**Factors which contribute to success** may include:

- selecting and applying appropriate strategies
- transferring learning from one area to a new area
- practising new skills
- seeking support of teacher / peers when needed

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- research, compare and evaluate a range of pathway options establish own learning goals and undertake a critical self-assessment of own skills against established goals
- develop and document a learning plan in relation to established goals, monitor learning plan and assemble a portfolio according to requirements

**Context of and specific resources for assessment**

Assessment must ensure access to:

- information about further study options, employment opportunities

Assessment of performance requirements in this unit is best undertaken over the course of the program so learning goals can be monitored, reviewed and amended.

Learners at this level work autonomously and use and evaluate a broad range of support resources.

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- oral or written questioning to assess knowledge of the purpose of learning plans and potential barriers to the achievement of identified goals
- direct observation of the learner participating in the process of developing and monitoring a learning plan and selecting evidence for the portfolio
- portfolios to assess evidence of how identified goals have been met consisting of collections of samples compiled by the learner:
  - product with supporting documentation
  - journal / log book

<b>Unit Code</b>	<b>VU22435</b>
<b>Unit Title</b>	<b>Engage with a range of highly complex texts for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to interpret and critically evaluate and synthesise a range of highly complex paper and web based text types for personal purposes. These include intricate, dense and extended texts including specialised contexts. Students at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03 &amp; 5.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their personal literacy skills and who need to develop a range of reading skills both in a paper based and digital context. These skills provide the foundation for future activities to extend reading skills to interpret and critically evaluate highly complex texts for personal purposes and enable the learner to access knowledge and skills which will assist them in future educational, employment and community activities.</p> <p>Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>VU22439 Create a range of highly complex texts for personal purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22436 Engage with a range of highly complex texts for learning purposes</i> and <i>VU22440 Create a range of highly complex texts for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and select a range of highly complex paper and web based	<p>1.1 Locate and access a range of <b><i>highly complex text types</i></b></p> <p>1.2 Clarify <b><i>own specified purposes</i></b> for engaging with texts</p>

text types for personal purposes	1.3	Critically evaluate and select text types relevant to own purposes/needs
2 Review selected paper and web based texts	2.1	Interpret the <b><i>purpose</i></b> and audience of the selected texts
	2.2	Define <b><i>features of text type</i></b> selected
	2.3	Apply <b><i>critical reading strategies</i></b> to interpret and synthesise ideas and supporting arguments in texts
3 Critically evaluate selected paper and web based texts	3.1	Critically evaluate <b><i>devices</i></b> used to convey and influence meaning
	3.2	Critically evaluate <b><i>effectiveness</i></b> of the texts and support judgements
	3.3	Critically <b><i>compare and contrast</i></b> the texts
	3.4	Assess relevance of texts to identified purpose

## Required Knowledge and Skills

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

### Required Knowledge:

- ways in which language is used to make hypotheses and convey implicit meaning to influence others
- a broad vocabulary including idiom, colloquialisms, and cultural references, and specialised vocabulary as appropriate, to support comprehension
- devices used by writers to influence meaning and achieve purpose
- differences in presentation between paper based and web based texts
- register and its influence on expression and meaning in text types

### Required Skills:

- problem solving skills to:
  - apply a repertoire of strategies to interpret and critically evaluate structurally complex texts
  - critically assess and evaluate relevance of texts to own purposes and needs
  - assess the validity and credibility of paper based and web based texts
  - integrate concepts across different texts
- technology skills to access and navigate web based digital text to locate and assess highly complex texts
- planning and organising skills to gather, select and synthesise information in texts for own specific purposes by defining and reviewing own information requirements both before and during research

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Highly complex text types*** may include:

- dense texts with highly embedded information and highly specialised language
- web based, printed, handwritten and visual texts which may include:
  - personally relevant letters
  - narrative texts / prose texts such as fiction and short stories
  - expressive texts such as songs and poetry
  - book reviews
  - informative texts such as non-fiction texts of personal interest such as journals, newsletters, magazines, reports, information about health or car insurance
  - procedural texts such as instructions on using equipment
  - transactional texts such as complex formal personal letters from banks or insurance companies
  - visual texts such as digital stories, posters, art work, advertisements, cartoons
  - notes taken from a range of sources, both written and aural

***Own specified purposes*** may include:

- to access information related to personal interest and enjoyment
- to access information for personal need

***Purpose*** may include:

- inferred purposes
- Implied purpose
- explicit purpose

**Features of text type** may include:

- lexically dense texts with highly complex text structures, which use a variety of highly complex language and structure to convey and influence meaning which may include: highly complex narrative and expressive texts with highly embedded information, multiple points of view and perspectives, conflict development and resolution, multiple plot lines converging at the end, flash back or forwards, different time frames
- highly complex informative texts containing multiple cause and effect relationships, comparison and contrast, order of Importance, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary:
- highly complex procedural texts with integrated steps required to achieve goals and which may include precautions or warnings, options or alternatives, hints and advice and supporting explanations
- highly complex persuasive texts that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer's bias may be explicit or implicit, includes supporting materials and evidence, includes opposing views on a subject and might follow a standard format such as statement of opinion, argument, summing up and recommendation
- complex transactional documents such as personal letters (informal) or formal letters (formal opening, statement of purpose, details, request, action required, formal close)
- sentences:
  - highly complex syntactic structures
  - highly embedded information
  - sophisticated stylistic devices such as nominalisation
- words / phrases/ abbreviations:
  - broad vocabulary including idiom, colloquialisms, cultural references as appropriate
  - diversity of tone
  - specialised vocabulary appropriate to context
  - vocabulary which creates nuances of meaning
  - abstraction, symbolism
  - slang, non-standard Australian English, including dialect
- visuals:
  - diagrams
  - illustrations
  - exaggeration (caricature)

**Critical reading strategies** may include

- interpreting linking devices to make complex conceptual connections, and/or causal relationships
- exploring how the writer's choice of language conveys mood and meaning
- reviewing the ways in which the writer's use of a range of language structures impacts on the reader
- examining the effectiveness of the writer's choice of supporting materials
- evaluating credibility of information
- gathering, selecting and organising information effectively for specific purposes by defining information requirements both before and during research
- writer's selection of specific text type to suit audience and purpose
- de-coding strategies:
  - using a broad range of word identification strategies, including word derivations and meanings

**Devices** may include:

- nuanced language
- figures of speech
- emotive (connotative) word choice
- colloquial language
- slang
- rhythm
- rhyme
- use of pronouns
- use of idioms to convey and shape meaning
- flashback/retrospective account of event or incident
- analogy (reference to...)
- level

**Effectiveness** may include:

- credibility
- relevance in meet identified need or purpose
- level of clarity



***Compare and contrast may include***

Similarities and / or differences related to:

- writer's styles and devices used to convey emotion, action, atmosphere
- narrative structures
- factual accounts of the same information by different writers

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- select, review, interpret and critically evaluate a minimum of 3 highly complex personally relevant text types, at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- authentic text types of personal relevance to the learner
- communication technology and software as appropriate

At this level the learner works autonomously and uses and evaluates a broad range of support resources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- oral or written questioning to assess knowledge of the devices used by writers to convey and influence meaning in personally relevant text types
- learner presentation analysing the effectiveness of the selected texts
- portfolios containing:
  - samples of responses and analysis of texts
  - journal / log book of reflections on texts

<b>Unit Code</b>	<b>VU22436</b>
<b>Unit Title</b>	<b>Engage with a range of highly complex texts for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to interpret and critically evaluate and synthesise a range of highly complex paper based and web based text types for learning purposes. These include intricate, dense and extended texts across a broad range of contexts including specialised contexts. Students at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03 &amp; 5.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their further education participation options and who need to develop a range of critical reading skills both in a paper based and web based context. These skills provide the foundation for future activities to extend reading skills to interpret and critically evaluate highly complex text types for learning purposes and enable the learner to gain access to knowledge and skills which will assist them in future educational, employment and community activities.</p> <p>Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills writing unit <i>VU22440 Create a range of highly complex texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22435 Engage with a range of highly complex texts for personal purposes</i> and <i>VU22439 Create a range of highly complex texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and select a range of highly complex paper and web based	<p>1.1 Locate and access a range of <b><i>highly complex text types</i></b></p> <p>1.2 Clarify <b><i>own specified purposes</i></b> for engaging with texts</p>

text types for learning purposes	1.3	Critically evaluate and select text types relevant to own learning purposes/needs
2 Review selected paper and web based texts	2.1	Interpret the <b><i>purpose</i></b> and audience of the selected texts
	2.2	Define <b><i>features of text types</i></b> selected
	2.3	Apply <b><i>critical reading strategies</i></b> to interpret and synthesise ideas and supporting arguments in texts
3 Critically evaluate selected paper and web based texts	3.1	Critically evaluate <b><i>devices</i></b> used to convey and influence meaning
	3.2	Critically evaluate the <b><i>effectiveness</i></b> of the texts and support judgements
	3.3	Critically <b><i>compare and contrast</i></b> the texts
	3.4	Assess relevance of texts to identified purpose

## Required Knowledge and Skills

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

### Required Knowledge:

- ways in which language is used to make hypotheses and convey implicit meaning to influence others
- broad vocabulary including idiom, colloquialisms, and cultural references, and specialised vocabulary as appropriate, to support comprehension
- devices used by writers to convey and influence meaning and achieve purpose
- differences in presentation between paper based and web based texts
- register and its influence on expression and meaning in text types

### Required Skills:

- problem solving skills to:
  - apply a repertoire of strategies to interpret and critically evaluate structurally complex texts
  - assess relevance of texts to own purposes and needs
  - assess the validity and credibility of paper and web based texts, integrate complex concepts across different texts
- technology skills to access and navigate web based digital text to locate and assess highly complex texts
- planning and organising skills to gather, select and synthesise information in texts for own specific purposes/needs by defining and reviewing own information requirements both before and during research

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Highly complex text types*** may include:

- dense texts with highly embedded information and specialised language
- web based , printed, handwritten and visual texts which may include:
  - informative texts for example, text books, research material/data, academic reports and abstracts including technical information, newspaper and journal articles
  - instructional materials such as learner resources to support participation in tertiary courses, classroom based learning materials
  - persuasive texts such as newspaper editorials and opinion pieces on complex subjects or issues
  - procedural manuals / learner guides
  - lecture notes about a specialist area
  - complex fiction texts

***Own specified purposes*** may include:

- to meet current and future study demands
- to compare and evaluate information about different courses
- to access and compare academic journal articles about a specialised area
- to access information to complete a learning task
- to compare and evaluate arguments on a research question

***Purpose*** of texts may include:

- to convey and contrast knowledge for example subject based such as scientific, environmental, historical, technical
- to develop specialised skills for example scientific methods, implementing a process or technique
- to provide options or advice for example about career pathways or further education pathways
- to provide multiple perspectives of a complex issue
- to make a specific impact on different audiences

**Features of text types** may include:

- lexically dense texts with highly complex text structures, which use a variety of language and structures to convey and influence meaning which may include highly complex narrative and expressive texts with highly embedded information, multiple points of view and perspectives, conflict development and resolution, different characters' point of view, multiple plot lines converging at the end, flash back or forwards, different time frames
  - highly complex informative texts containing multiple cause and effect relationships, comparison and contrast, multiple sources, problem and solution with complex discourse markers, specialised vocabulary including technical vocabulary
  - highly complex procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
  - highly complex persuasive texts with intended messages that use emotive and persuasive language, may pose rhetorical questions, include facts and opinions, writer's bias which may be explicit or implicit, includes supporting materials and evidence, may include opposing views and opinions on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation
- sentences:
    - highly complex syntactic structures
    - highly embedded information
    - sophisticated stylistic devices such as nominalisation
  - words / phrases/ abbreviations:
    - broad vocabulary including idiom, colloquialisms, cultural references as appropriate
    - vocabulary associated with personally relevant education activities and highly specialised areas
    - technical terms linked to study areas / subject areas
    - abbreviations associated with further and higher education such as TAFE, VET, VCE, HE
  - information and data presented visually:
    - charts, tables, graphs of statistical data
    - demographic data
    - diagrams
    - flowcharts

**Critical reading strategies** may include:

- a broad range of meaning-making strategies to make complex conceptual connections, and/or causal relationships such as:
- drawing on a range of specialised vocabulary of relevance to specific areas of further learning and study
- recognising ways in which punctuation conveys a range of emotions or intentions
- making critical comparisons of information contained in different texts
- interpreting linking devices accurately to make complex conceptual connections, and/or causal relationships
- exploring how the writer's choice of language conveys mood and meaning
- reviewing the ways in which the writer's use of a range of language structures impacts on the reader for example conveying underlying values and subtle nuances
- critically analysing the effectiveness of the writer's choice of supporting materials and the reliability of their source
- writer's selection of specific text type to suit audience and purpose
- de-coding strategies:
  - using a broad range of word identification strategies, including word derivations and meanings

**Devices** may include:

- nuanced language
- figures of speech
- emotive (connotative) word choice
- colloquial language
- slang
- rhythm and rhyme
- use of idioms to convey and shape meaning
- flashback/retrospective account of event or incident
- analogy (reference to...)
- way language is used to create tension, mood, convey feelings
- selection of text-type, subject matter and language to suit specific audience and purpose
- omission of information or misleading information
- language choice to convey tone, attitude or bias
- layout

**Effectiveness** may include:

- credibility/reliability
- relevance in meeting identified need or purpose
- level of clarity
- currency and accuracy

**Compare and contrast** may include

Similarities and / or differences related to:

- styles and devices used to convey and influence the reader across texts
- devices used to influence the reader
- strength of arguments on same subject or issue across texts

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- select, review, interpret and critically evaluate highly complex texts for learning purposes
- critically evaluate a minimum of 3 different personally relevant text types at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- t real / authentic text types relevant to the learner's learning needs
- communication technology and software as appropriate

At this level the learner:

- works autonomously and uses and evaluates a broad range of support resources when support is required

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

### **Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner interpreting and critically evaluating information in highly complex paper and web based text types relevant to learning purposes
- oral or written questioning to assess knowledge of the devices used by writers to convey information in text types relevant to learning
- oral information from the learner analysing the effectiveness of the selected texts
- portfolios containing:
  - samples of responses and analysis of texts
  - journal / log book of reflections on texts



<b>Unit Code</b>	<b>VU22437</b>
<b>Unit Title</b>	<b>Engage with a range of highly complex texts for employment purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to interpret and critically evaluate and synthesise a range of highly complex paper based and web based text types for employment purposes. These include intricate, dense and extended texts across a broad range of contexts including specialised contexts. Students at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03 &amp; 5.04</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those in employment or those who aspire to employment and who need to develop a range of reading skills both in a paper based and web based context. These skills provide the foundation for future activities to extend reading skills to interpret and critically evaluate highly complex text types for employment purposes and enable the learner to access knowledge and skills which will assist them in future educational, employment and community activities.</p> <p>Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of the Core Skills writing unit <i>BSBWRT401 Write complex documents</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22436 Engage with a range of highly complex texts for learning purposes</i> and <i>VU22440 Create a range of highly complex texts for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and select a range of highly complex	1.1 Locate and access a range of <b><i>highly complex text types</i></b>

- |  |     |   |
|--|-----|---|
| paper and web based texts for employment purposes        | 1.2 | Clarify <b><i>own specified purposes</i></b> for engaging with texts  |
|  | 1.3 | Critically evaluate and select text types relevant to own employment purposes/needs                                       |
| 2 Review selected paper and web based texts              | 2.1 | Interpret <b><i>purpose and audience</i></b> of the selected texts  |
|  | 2.2 | Define <b><i>features of text types</i></b> selected  |
|  | 2.3 | Apply <b><i>critical reading strategies</i></b> to interpret and synthesise ideas and supporting information in the texts |
| 3 Critically evaluate selected paper and web based texts | 3.1 | Critically evaluate <b><i>devices</i></b> used to convey and influence meaning  |
|  | 3.2 | Critically evaluate the <b><i>effectiveness</i></b> of the texts and support judgements                                   |
|  | 3.3 | Critically <b><i>compare and contrast</i></b> the texts   |
|  | 3.4 | Assess relevance of texts to identified purpose/needs   |

### Required Knowledge and Skills

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

### Required Knowledge:

- ways in which language is used to make hypotheses and convey implicit meaning to influence others
- broad and specialised work related vocabulary including idiom and cultural references as appropriate to support comprehension
- devices used by writers to convey and influence meaning and achieve purpose
- differences in presentation between paper and web based texts
- register and its influence on expression and meaning in text types

### Required Skills:

- problem solving skills to:
  - apply a repertoire of reading strategies to interpret and critically evaluate structurally complex texts
  - assess relevance of texts to own purposes and needs
  - assess the validity and credibility of paper and web based texts integrate complex concepts across different texts
- highly technology skills to access and navigate web based digital text to locate and assess complex texts
- planning and organising skills to gather, select and synthesise information in texts for own specific purposes/needs by defining information requirements both before and during research

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Highly complex text types** may include:

- dense texts with highly embedded information and specialised language
- web based, printed, handwritten and visual texts such as:
  - job applications
  - work performance assessments
  - OHS / WHS materials and procedures
  - policy statements or induction materials such as information about the company / workplace, superannuation information
  - standard operating instructions and procedures
  - human resources information such as employment contracts and policy statements such as discrimination, sexual harassment, bullying
  - complex workplace plans, drawings, specifications or diagrams
  - Australian Standards applicable to industry sectors
  - Industrial information from unions and employee associations
  - position descriptions and selection criteria
  - company profiles such as mission statements, annual reports, company projections
  - complex workplace reports
  - procedures on how to use digital platforms such as air tasker to seek job information

**Own specified purposes** may include:

- to access information to complete a work task
- to access information about a job role
- to access information about a particular industry and its performance

**Purpose** of texts may include:

- to provide advice for effective techniques for interview
- provide an analysis of trends in an industry
- to provide options or advice for example about career pathways or further education pathways for an employment area
- to provide multiple perspectives of a complex workplace issues
- to make a specific impact on different audiences

**Features of text types** may include:

- lexically dense texts with highly complex text structures, which use a variety of language and structures to convey and influence meaning. These may include: a highly complex informative texts with highly embedded information and containing multiple cause and effect relationships, comparison and contrast, multiple sources, problem and solution options with complex discourse markers, specialised vocabulary including technical vocabulary
- highly complex procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
- highly complex persuasive texts with intended messages that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer's bias which may be explicit or implicit, includes supporting materials and evidence, may include opposing views or perspectives on a subject or issue and might follow a standard format such as statement of opinion, argument, summing up or recommendation
- sentences:
  - highly complex syntactic structures
  - highly embedded information
  - sophisticated stylistic devices such as nominalisation
- words / phrases/ abbreviations:
  - broad, specialised vocabulary including idiom, colloquialisms, cultural references as appropriate
  - technical vocabulary specific to the workplace or industry
  - vocabulary which creates nuances of meaning
  - abstraction, symbolism
- information and data presented visually:
  - charts, tables, graphs of statistical data
  - demographic data
  - diagrams and flowcharts
- numerical formation:
  - statistics
  - graphs related to outputs and volume
  - grouped data

**Critical reading strategies** may include:

- a broad range of meaning-making strategies to make highly complex conceptual connections, and/or causal relationships such as:
- drawing on a range of specialised vocabulary of relevance to employment or workplace
  - recognising ways in which punctuation conveys a range of emotions or intentions
  - making critical comparisons of information contained in different texts
  - interpreting linking devices to make complex conceptual connections, and/or causal relationships
  - exploring how the writer's choice of language conveys mood and meaning
  - reviewing the ways in which the writer's use of a range of language structures impacts on the reader for example conveying underlying values and subtle nuances
  - critically analysing the effectiveness of the writer's choice of supporting materials and the reliability of their source
  - writer's selection of specific text type to suit audience and purpose
- de-coding strategies:
  - using a broad range of word identification strategies, including word derivations and meanings

**Devices** may include:

- nuanced language
- figures of speech
- emotive (connotative) word choice
- colloquial language
- slang
- rhythm and rhyme
- use of idioms to convey and shape meaning
- flashback/retrospective account of event or incident
- analogy (reference to...)
- way language is used to create tension, mood, convey feelings
- selection of text-type, subject matter and language to suit specific audience and purpose
- omission of information or misleading information
- language choice to convey tone, attitude or bias
- layout

**Effectiveness** may include:

- credibility/reliability
- relevance in meeting identified need or purpose
- level of clarity
- currency and accuracy
- evidence presented

**Compare and contrast** may include

Similarities and / or differences related to:

- styles and devices used to convey and influence the reader across texts
- devices used to influence the reader
- strength of arguments on same subject or issue across texts

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- select, review, interpret and critically evaluate highly complex texts for employment purposes
- critically evaluate a minimum of 3 different text types relevant to own employment needs at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- real / authentic text types relevant to the learner's employment needs
- communication technology and software as appropriate
- At this level the learner works autonomously and uses and evaluates a broad range of support resources.

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner selecting, interpreting and critically evaluating information in highly complex paper and web based text types relevant to employment purposes
- oral or written questioning to assess knowledge of the devices used by writers to convey information in text types relevant to employment
- oral information from the learner analysing the effectiveness of the selected texts
- portfolios containing:
  - samples of responses and analysis of texts
  - journal / log book of reflections on texts



<b>Unit Code</b>	<b>VU22438</b>
<b>Unit Title</b>	<b>Engage with a range of highly complex texts to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to interpret and critically evaluate and synthesise a range of highly complex paper and web based text types to participate in the community. These include intricate, dense and extended texts including specialised contexts. Students at this level work autonomously and use and evaluate a broad range of support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Reading at Level 5: 5.03 &amp; 5.04.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their community participation options and who need to develop a range of reading skills both in a paper based and web based context. These skills provide the foundation for future activities to extend reading skills to interpret and critically evaluate highly complex texts for community participation purposes and enable the learner to gain access to knowledge and skills which will assist them in future educational, employment and community activities.</p> <p>The 'community' can have a range of definitions, depending on the learner's situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically, it can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean 'society'.</p> <p>Where application is as part of the Certificate III in General Education for Adults, it is strongly recommended that application is integrated with the delivery and assessment of Core Skills writing unit <i>VU22441 Create a range of highly complex texts to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22435 Engage with a range of highly complex texts for personal purposes</i> and <i>VU22439 Create a range of highly complex texts for personal purposes</i>.</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 Access and select a range of highly complex paper and web based text types for community participation purposes | 1.1 Locate and access a range of <b><i>highly complex text types</i></b><br>1.2 Clarify <b><i>own specified purposes</i></b> for engaging with texts<br>1.3 Critically evaluate and select text types relevant to own community participation purposes/needs  |
| 2 Review selected paper and web based texts   | 2.1 Interpret <b><i>purpose</i></b> and audience of the selected texts<br>2.2 Define <b><i>features of text types</i></b> selected<br>2.3 Apply critical <b><i>reading strategies</i></b> to interpret and synthesise ideas and supporting arguments in texts   |
| 3 Critically evaluate selected paper and web based texts  | 3.1 Critically evaluate <b><i>devices</i></b> used to convey and influence meaning<br>3.2 Critically evaluate <b><i>effectiveness</i></b> of the texts and support judgements<br>3.3 Critically <b><i>compare and contrast</i></b> the texts<br>3.4 Assess relevance of texts to identified purpose/needs |

## Required Knowledge and Skills

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

#### Required Knowledge:

- the ways in which language is used to make hypotheses and convey implicit meaning to influence others
- broad or specialised vocabulary related to community participation to support comprehension including cultural references as appropriate
- devices used by writers to convey and influence meaning and achieve purpose
- differences in presentation between paper based and web based texts
- register and its influence on expression and meaning in text types

#### Required Skills:

- problem solving skills to:
  - apply a repertoire of reading strategies to interpret and critically evaluate structurally complex texts
  - assess relevance of texts to own purposes and needs
  - assess the validity of online information
- technology skills to access and navigate web based digital text to locate and assess highly complex texts
- planning and organising skills to gather, select and synthesise information effectively for own specific purposes/needs by defining information requirements both before and during research

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Highly complex text types** may include:

- dense texts with highly embedded information and specialised language
  - web based, printed, handwritten and visual/diagrammatic texts such as reports on community issues such as improving child care options in the local community
  - council reports
  - commentaries
  - information about local history
  - information about project or community grants
  - letters to the editor
  - opinion pieces, reviews in local community newsletters/newspapers
  - discussion papers on community initiatives such as community plans, environmental sustainability
  - documents for election campaigns
  - speeches / talks including accompanying applications which require highly complex arguments or explanations
  - minutes from community or council meetings/forums
  - transcriptions of radio interviews about a community issue
  - applications for building permit in local area

**Own specified purposes** may include:

- to prepare for a public meeting for example giving a speech or presenting a highly complex argument about a community issue
- to support a local community group by researching a specific question
- to review and provide feedback on a planned change for example school policies, educational programs, proposed freeway
- to provide editorial advice for a group response to an issue in the community
- to find historical information for a community event

**Purposes of texts** may include: To provide

- advice and recommendations about options
- multiple perspectives about contentious community issues
- detailed criteria about obtaining a community service correspondence from local member of parliament

**Features of text types** may include:

- lexically dense texts with highly complex text structures, which use a variety of language and structures to convey and influence meaning. These may include: highly complex informative texts with highly embedded information and containing multiple cause and effect relationships, comparison and contrast, problem and solution with highly complex discourse markers, specialised vocabulary including technical vocabulary
- highly complex procedural texts with integrated and inferred steps required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
- highly complex persuasive texts with intended messages that use emotive and persuasive language ,may pose rhetorical questions, include facts and opinions, writer's bias may be explicit or implicit, includes supporting materials and evidence, may include opposing views or perspectives on a subject and might follow a standard format such as statement of opinion, argument, summing up or recommendation
- sentences:
  - highly complex syntactic structures
  - highly embedded information
  - sophisticated stylistic devices such as nominalisation
- words / phrases/ abbreviations:
  - broad extensive vocabulary including idiom, colloquialisms, cultural references as appropriate
  - appropriate specialised vocabulary relevant to the topic and community context vocabulary which creates nuances of meaning
  - abstraction, symbolism
- information and numerical information and data presented visually:
  - charts, tables, graphs of statistical data to support arguments
  - demographic data
  - diagrams and flowcharts

**Critical reading strategies** may include:

- drawing on a range of specialised vocabulary of relevance to community participation
  - recognising ways in which punctuation conveys a range of emotions or intentions
  - making critical comparisons of information contained in different texts
  - interpreting linking devices to make highly complex conceptual connections, exploring how the writer's choice of language conveys mood and meaning
  - reviewing the ways in which the writer's use of a range of language structures impacts on the reader for example conveying underlying values and subtle nuances
  - critically analysing the effectiveness of the writer's choice of supporting materials and the reliability of their source
  - writer's selection of specific text type to suit audience and purpose
- de-coding strategies:
  - using a broad range of word identification strategies, including word derivations and meanings

**Devices** may include:

- nuanced language
- figures of speech
- emotive (connotative) word choice
- colloquial language
- slang
- rhythm and rhyme
- use of idioms to convey and shape meaning
- flashback/retrospective account of event or incident
- analogy (reference to...)
- way language is used to create tension, mood, convey feelings
- selection of text-type, subject matter and language to suit specific audience and purpose
- omission of information or misleading information
- language choice to convey tone, attitude or bias
- layout

**Effectiveness** may include:

- credibility/reliability
- relevance in meeting identified need or purpose
- level of clarity or ambiguity
- currency and accuracy
- evidence presented

**Compare and contrast** may include

Similarities and / or differences related to:

- styles and devices used to convey and influence the reader across texts
- devices used to influence the reader
- strength of arguments on same subject or issue across texts

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- select, review, interpret and critically evaluate highly complex texts for community participation
- critically evaluate a minimum of 3 different text types relevant to community participation, at least one of which must be web based

**Context of and specific resources for assessment**

Assessment must ensure access to:

- real / authentic text types relevant to the learner's community participation needs
- communication technology and software as appropriate

At this level the learner:

- works autonomously and uses and evaluates a broad range of support resources.

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- direct observation of the learner selecting, interpreting and critically evaluating information in highly complex paper and web based texts relevant to community participation
- oral or written questioning to assess knowledge of the devices used by writers to convey information in text types relevant to community participation
- oral information from the learner analysing the effectiveness of the selected texts
- portfolios containing:
  - samples of responses and analysis of texts
  - journal / log book of reflections on texts



<b>Unit Code</b>	<b>VU22439</b>
<b>Unit Title</b>	<b>Create a range of highly complex texts for personal purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create highly complex text types for personal purposes across a range of contexts including specialised contexts. Learners at this level work autonomously and use and evaluate a broad range of support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 5: 5.05 &amp; 5.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to develop their literacy skills to a highly complex level and acquire the skills and knowledge to create highly complex text types related to their own personal needs.</p> <p>Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of <i>VU22435 Engage with a range of highly complex texts for personal purposes</i>. The link between reading and writing and the potential overlap between the parallel units encourages co delivery and assessment. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22436 Engage with a range of highly complex texts for learning purposes</i> and <i>VU22440 Create a range of highly complex texts for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Research a range of highly complex text types for personal purposes	<p>1.1 Research and select a range of <b><i>highly complex text types</i></b></p> <p>1.2 Clarify the <b><i>purpose and audience</i></b> of the selected texts</p> <p>1.3 Critically analyse the <b><i>structure, style</i></b> and <b><i>format</i></b> requirements of the text types</p>

- |  |  |
|--|--|
| 2 Prepare a range of highly complex text types for personal purposes | 2.1 Determine the purpose and audience for the texts to be created<br>2.2 Gather, synthesise and arrange the content for the texts<br>2.3 Apply appropriate structure, style and format<br>2.4 Use <b>content and language</b> appropriate and relevant to the writing purpose |
| 3 Produce a range of highly complex text types for personal purposes | 3.1 Use prepared content to develop highly complex texts<br>3.2 Proof read and edit texts prior to presentation<br>3.3 Elicit and incorporate feedback on effectiveness of texts as appropriate<br>3.4 Present completed texts according to <b>specified requirements</b>      |

## Required Knowledge and Skills

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

### Required Knowledge:

- a broad vocabulary including idiom, colloquialisms and cultural references to express content
- a variety of complex grammatical structures to convey meaning
- a range of text types and styles of writing
- registers and how they influence expression, meaning, and relationships
- organisational structures of personal writing

### Required Skills:

- problem solving skills to:
  - create highly complex relationships between ideas and purposes
  - critically evaluate and extend writing
  - apply drafting and revision processes
- planning and organising skills to:
  - gather organise and synthesise content
  - review writing to enhance meaning and effectiveness

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Highly complex text types** may include:

- dense texts with highly embedded information and specialised language
- detailed, highly complex narratives / recounts
- non-fiction texts containing highly complex information of personal interest such as local history, article for a club newsletter
- journal articles of personal interest
- blogs, text for a webpage or posts for online and mobile marketplaces such as air tasker
- notes taken from a range of sources, both written and aural such as oral histories
- texts based on research such as family history, biographical pieces
- opinion pieces / letters to the editor / articles from magazines
- personal letters

**Purpose and audience** may include:

- purpose:
  - communication at a personal level with immediate family and friends
  - creative writing for publication
  - to influence opinions of others
- audience:
  - self only
  - immediate family / friends
  - limited public audience / general public

**Structure** may include:

- highly complex text type structures and features to support purpose:
  - clearly structured text displaying logical connections and transparent organisational structures, a range of conventions
  - variation between public and private writing
  - features of highly complex narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of highly complex informative texts such as transparent organisation using sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendations
  - features of highly complex procedural texts such as integrated instructions: statement of the goal, requirements and steps to achieve the goal
  - features of highly complex persuasive texts such as argument: statement of opinion and supporting evidence, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
  - navigation features such as grids, arrows, dot points, web links
  - features of highly complex transactional texts such as formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
  - consistent use of highly complex sentence structure including stylistic devices such as nominalisation
  - effective use of linking devices to demonstrate highly complex conceptual connections and/or causal relationships appropriate to text type
- visual features:
  - complex diagrams such as flowcharts
  - charts, tables, graphs of statistical data
  - demographic data
  - photographs / illustrations

**Style** may include:

- appropriate register
- effective and appropriate use of words and expressions
- specialised language relevant to topic
- selection of appropriate vocabulary such as idiom to convey shades of meaning
- effective use of a variety of grammatical forms including cause and effect relationships, conceptual connections, conjunctions, clause markers such as 'if' and 'although' and modal structures,

**Format** may include:

- appropriateness of layout / media for text type
- organisational conventions
- appropriate use of features such as punctuation, font and layout to support meaning and purpose
- handwritten
- word processed / html
- letter format / report
- visual
- presentation

**Content and language** may include:

- a range of topics, beliefs, issues or experiences
- sophisticated literary devices to convey character, setting and/or emotions
- a range of highly complex concepts and facts within a specialist field of knowledge including some abstract or technical concepts
- vocabulary including idiom, colloquialisms, and cultural references as appropriate
- specialist vocabulary in a variety of specialised contexts
- a variety of words and grammatical structures to achieve precise meaning
- accurate spelling and use of a range of punctuation features

**Specified requirements** may include:

- according to set deadlines
- use of appropriate media / required templates
- presentation as part of a paper based or e-portfolio
- use of and reference to research
- format/layout
- range of texts

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- critically analyse and review features of a range of personally relevant highly complex text types
- apply drafting and revision processes to create two highly complex personally relevant text types

### Context of and specific resources for assessment

Assessment must ensure access to:

- authentic highly complex text types drawn from contexts that are relevant to the learner's personal needs
- access to online facilities, communications technology as appropriate

At this level the learner:

- operates autonomously in a broad range of contexts
- accesses and evaluates support from a broad range of sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as learning, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of highly complex text types created by the learner which show evidence of drafting and editing
- oral or written questioning to assess knowledge of the features, purpose and audience for a range of personally relevant text types

<b>Unit Code</b>	<b>VU22440</b>
<b>Unit Title</b>	<b>Create a range of highly complex texts for learning purposes</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create highly complex text types for learning purposes across a range of contexts including specialised contexts. Learners at this level work autonomously and use and evaluate a broad range of support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 5: 5.05 &amp; 5.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to develop their literacy skills to a highly complex level to enable more effective participation in further study.</p> <p>Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of <i>VU22436 Engage with a range of highly complex texts for learning purposes</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units, such as <i>VU22435 Engage with a range of highly complex texts for personal purposes</i> and <i>VU22439 Create a range of highly complex texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Research a range of highly complex text types for learning purposes	<p>1.1 Research and select a range of <b><i>highly complex text types</i></b></p> <p>1.2 Determine the <i>purpose and audience</i> of the selected texts</p> <p>1.3 Critically analyse <b><i>structure, style</i></b> and <b><i>format</i></b> requirements of the text types</p>
2 Prepare a range of highly complex text	2.1 Determine the purpose and audience for the texts to be created



types for learning purposes	2.2	Gather, synthesise and arrange the content for the texts in an <b><i>appropriate form</i></b>
	2.3	Apply appropriate structure, style and format
	2.4	Use <b><i>content and language</i></b> appropriate and relevant to the writing purpose
3 Produce a range of highly complex text types for learning purposes	3.1	Use prepared content to develop highly complex texts
	3.2	Proof read and edit texts prior to presentation
	3.3	Elicit and incorporate feedback on effectiveness of texts as appropriate
	3.4	Present completed texts according to <b><i>specified requirements</i></b>

## Required Knowledge and Skills

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

### Required Knowledge:

- conventions and importance of note taking in a learning context
- genres and styles of writing related to learning
- registers and how they influence expression, meaning, and relationships
- a broad and / or specialised vocabulary to accurately express content
- complex grammatical structures to accurately and effectively express content
- style conventions of academic writing such as referencing and footnotes

### Required Skills:

- problem solving skills to:
  - create highly complex relationships between ideas and purposes
  - critically evaluate and extend writing
  - apply drafting and revision processes
- planning and organising skills to:
  - gather, organise and synthesise content
  - review texts to enhance meaning and effectiveness

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Highly complex text types**  
include:

- dense texts with highly embedded information and specialised language such as:
  - research / reflective / project reports
  - essays
  - journals
  - articles

**Structure** may include:

- highly complex text type structures and features to support purpose:
  - clearly structured text displaying logical connections and transparent organisational structures, a range of conventions
  - variation between public and private writing
  - features of highly complex narrative and expressive texts such as chronological sequencing of events; logically sequenced and cohesive prose; identification followed by description; orientation, complication, resolution in narrative texts; use of descriptive language
  - features of informative texts such as transparent organisation using sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendation, data
  - features of highly complex procedural texts such as integrated instructions: statement of the goal, requirements and steps to achieve the goal
  - navigation features such as grids, arrows, dot points, web links
  - features of highly complex transactional texts such as formal letter format: formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
  - features of highly complex persuasive texts such as argument: statement of opinion and supporting evidence, arguments and summing up; discursive: opening statement, conclusion or recommendations
  - consistent use of highly complex sentence structure including stylistic devices such as nominalisation
  - effective use of linking devices to demonstrate highly complex conceptual connections and/or causal relationships appropriate to text type
- visual features:
  - complex diagrams such as flowcharts
  - charts, tables, graphs of statistical data
  - demographic data
  - photographs / illustrations

**Style** may include:

- appropriate register to support purpose and audience
- effective and appropriate use of words and expressions
- specialised language relevant to topic
- selection of appropriate vocabulary such as idiom to convey shades of meaning
- effective use of a variety of grammatical forms including cause and effect relationships, conceptual connections, conjunctions, clause markers such as 'if' and 'although' and modal structures,

**Format** may include:

- word processed / html / email
- letter format / report
- presentation
- use of footnotes, references
- visual
- handwritten

**Appropriate form** may include:

- handwritten and / or digital notes
- diagrams / graphs

**Content and language** may include:

- a range of topics, beliefs, issues or experiences
- sophisticated literary devices to convey character, setting and/or emotions
- a range of highly complex concepts and facts within a specialist field of knowledge including some abstract or technical concepts
- vocabulary including idiom, colloquialisms, and cultural references as appropriate
- specialist vocabulary in a variety of specialised fields
- grammatical structures to achieve precise meaning
- accurate spelling and use of a range of punctuation features

**Specified requirements** may include:

- electronic or handwritten format
- drafts and notes
- number of copies
- style conventions:
  - numbered pages
  - headers and footers
  - referencing
  - appendices
  - table of contents
- as part of a paper based or e-portfolio
- according to set timelines, due dates

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- critically analyse and review features of a range of highly complex text types relevant to learning needs
- apply drafting and revision processes to produce two learning related highly complex text types from own notes which demonstrate the ability to gather, arrange and synthesise information

### Context of and specific resources for assessment

Assessment must ensure access to:

- real / authentic highly complex text types relevant to a learning context
- online facilities, communications technology as appropriate

At this level the learner :

- operates autonomously in a broad range of contexts
- accesses and evaluates support from a broad range of sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of highly complex text types created by the learner from their own notes showing evidence of drafting and editing
- oral or written questioning to assess knowledge of the features, purpose and audience for a range of highly complex, learning related text types

<b>Unit Code</b>	<b>VU22441</b>
<b>Unit Title</b>	<b>Create a range of highly complex texts to participate in the community</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to develop writing skills to create highly complex text types for personal purposes across a range of contexts including specialised contexts. Learners at this level work autonomously and use and evaluate a broad range of support resources</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Writing at Level 5: 5.05 &amp; 5.06</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those who wish to develop their literacy skills to a highly complex level to support effective community participation.</p> <p>The 'community' can have a range of definitions, depending on the learner's situation. Community may signify local environment in the case of rural or regional learners. While community is most often defined geographically. It can also be defined to include those with whom one shares an affinity or interest, such as a group which meets, including over the internet, for a common purpose. It also may be interpreted in a broader more general sense, and mean 'society'.</p> <p>Where application is as part of the Certificate III in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of <i>VU22438 Engage with a range of highly complex texts to participate in the community</i>. The link between reading and writing across the different domains also encourages co-delivery and assessment of additional units such as <i>VU22439 Create a range of highly complex texts for personal purposes</i> and <i>VU22435 Engage with a range of highly complex texts for personal purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Research a range of highly complex text	1.1 Select and research a range of <b><i>highly complex text types</i></b>

types for community participation	1.2	Clarify the <b><i>purpose and audience</i></b> of the selected texts
	1.3	Critically analyse the <b><i>structure, style and format</i></b> requirements of the text types
2 Prepare a range of highly complex text types for community participation	2.1	Determine the purpose and audience for the texts to be created
	2.2	Determine and apply appropriate <b><i>structure, style and format</i></b>
	2.3	Gather, synthesise and arrange the content for the texts
3 Produce a range of highly complex text types for community participation	3.1	Develop highly complex texts
	3.2	Use <b><i>content and language</i></b> appropriate and relevant to the writing purpose
	3.3	Proof read and edit texts prior to presentation
	3.4	Seek and critically evaluate feedback on effectiveness of texts and make changes where necessary
	3.5	Present completed texts according to <b><i>specified requirements</i></b>

## Required Knowledge and Skills

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

**Required Knowledge:**

- a broad vocabulary including idiom, colloquialisms and cultural references to express content
- a variety of complex grammatical structures and stylistics devices to support meaning
- a range of genres and styles of writing
- registers and how they influence expression, meaning, and relationships
- organisational structures of writing for community participation

**Required Skills:**

- problem solving skills to:
  - create highly complex relationships between ideas and purposes
  - critically evaluate and extend writing
  - apply drafting and revision processes
  - evaluate feedback and critically discriminate the value and relevance of feedback in order to improve writing
- planning and organising skills to:
  - gather, organise and synthesise content
  - review writing to enhance meaning and effectiveness

**Range Statement**

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Highly complex text types*** may include:

- dense texts with highly embedded information and specialised language such as :
  - highly complex reports/ letters in local community newsletter/ newspapers such as opinion pieces, reviews
  - highly complex reports for community / government agencies
  - highly complex letters of support for local community organisations
  - leaflets to support community initiatives
  - local government election material
  - highly complex transcripts of speeches / talks
  - applications which require highly complex arguments, explanations or rationales
  - submissions for funding
  - highly complex report as a committee member of a community group on group's activities
  - highly complex minutes from a meeting including representation of different perspectives



***Purpose and audience*** may include:

- to select and use support material effectively, to support an argument or view
- to persuade by drawing on a number of varying examples, incidents, opinions or facts to support a highly complex community related issue
- selection of appropriate language y for community context, and making changes to reflect changes in social relations
- using language to influence others

Audience:

- members of the local community
- community organisations
- general public

**Structure** may include:

- highly complex text type structure and features to support purpose:
  - features of highly complex informative texts such as transparent organisation using sequentially ordered dot points, numbered instructions, alphabetical, numerical listings, spacing, headings; structuring writing to move from introduction through several connected ideas / evidence / points of view to a summary / recommendations
  - highly complex procedural texts with sequential steps and integrated instructions required to achieve goals and which may include precautions or warnings, options or alternatives, inferred hints and advice and supporting explanations
  - features of highly complex persuasive texts such as argument: statement of opinion and supporting evidence, arguments and summing up; discursive: opening statement, arguments for and against, conclusion or recommendations
  - navigation features such as grids, arrows, dot points, web links
  - features of highly complex transactional texts such as formal opening, statement of purposes, details, request, confirm, inform or clarify action, formal close
  - consistent use of highly complex sentence structure including stylistic devices such as nominalisation
  - effective use of linking devices to demonstrate highly complex conceptual connections and/or causal relationships appropriate to text type
- visual features:
  - highly complex diagrams such as flowcharts
  - highly complex charts, tables, graphs of statistical data
  - highly complex demographic data
  - photographs / illustrations

**Style** may include:

- highly complex grammatical and sentence structures to achieve precise meaning
- structurally complex sentences
- sophisticated stylistic devices such as nominalisation
- accurate and effective grammatical structures
- effective use of linking devices to demonstrate complex conceptual connections, and/or causal relationships appropriate to text type
- selection and control of appropriate register
- effective and appropriate use of words and expressions
- broad vocabulary including idiom, colloquialisms, cultural references as appropriate
- appropriate specialised vocabulary relevant to the topic, issue and community context

**Format** may include:

- appropriateness of layout / media for text type
- organisational conventions
- appropriate use of features such as punctuation, font and layout to support meaning and purpose
- use of highly complex visual information
- word processed / html
- letter format / report
- presentation

**Content and language** may include:

- a range of highly complex topics, beliefs, issues or experiences
- sophisticated literary devices to convey character, setting and/or emotions
- a range of highly complex concepts and facts within a specialist field of knowledge including some abstract or technical concepts
- vocabulary including idiom, colloquialisms, and cultural references as appropriate
- specialist vocabulary in a variety of specialised contexts
- a variety of words and grammatical structures to achieve precise meaning
- accurate spelling and use of a range of punctuation features

**Specified requirements** may include:

- according to set deadlines
- use of appropriate media / required templates
- presentation as part of a paper based or e-portfolio
- use of and reference to research
- format/layout
- range of texts

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- critically analyse and review features of a range of highly complex text types related to community participation
- apply drafting and revision processes to create two highly complex text types related to community participation

### **Context of and specific resources for assessment**

Assessment must ensure access to:

- authentic highly complex text types drawn from community related contexts that are relevant to the learner
- access to online facilities, communications technology as appropriate

At this level the learner:

- operates autonomously in a broad range of contexts
- accesses and evaluates support from a broad range of sources

In order to support achievement of meaningful outcomes at the qualification level an integrated approach to assessment should be used, refer to Section B 6.1 Assessment Strategy.

Where this unit is being co-assessed with units related to another domain, such as personal, the same texts may be relevant to both domains.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of highly complex text types created by the learner which show evidence of drafting and editing
- oral or written questioning to assess knowledge of the features, purpose and audience for a range of highly complex community related text types

<b>Unit Code</b>	<b>VU22442</b>
<b>Unit Title</b>	<b>Analyse and evaluate numerical and statistical information</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to analyse and evaluate highly complex numerical information in texts and analyse and create statistical data, tables and graphs.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10 &amp; 5.11. Learners at this level work autonomously and use and evaluate a broad range of support resources.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and evaluate numerical information in texts	<p>1.1 Identify <b><i>numbers and numerical or quantitative information</i></b> within <b><i>texts or realistic contexts</i></b></p> <p>1.2 Use <b><i>mathematical procedures</i></b> to undertake calculations appropriate to analysis of the numbers and numerical or quantitative information in the texts or context</p>

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|--|-----|--|
|  | 1.3 | Make an initial estimate of the result then carry out an accurate calculation  |
|  | 1.4 | Reach conclusions regarding the use and application of the numerical or quantitative information in the texts or context in terms of accuracy and any personal, social or work implications and consequences |
| 2 Analyse and evaluate statistical data, tables and graphs | 2.1 | Collect and represent statistical <b>data</b> in appropriate <b>tabular and graphical form</b>   |
|  | 2.2 | Calculate <b>measures of central tendency</b> and <b>common measures of spread</b>   |
|  | 2.3 | Reach conclusions regarding the use and application of the statistical data in terms of its <b>accuracy</b> and any personal, social or work implications and consequences                                   |
|  | 2.4 | Communicate information using the <b>descriptive language</b> of graphs, tables and measures of central tendency and spread  |

## Required Knowledge and Skills

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

### Required Knowledge:

- techniques used to make initial estimations and check results of calculations in relation to the context
- measures of central tendency including mean, median and mode or modal class
- common measures of spread including range, interquartile range, common percentiles and standard deviation

### Required Skills:

- communication skills to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically
- problem solving skills to:
  - interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text
  - analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity
  - select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Numbers and numerical or quantitative information*** include:

- any form of rational numbers such as fractions, decimals, percentages, rates and ratios and proportions, and their equivalent values
- values and knowledge of probability and chance
- numbers expressed in scientific notation
- directed numbers and numbers expressed in index form

***Texts or realistic contexts*** may include:

- newspaper articles
- data on social issues such as gambling
- financial information such as debts, banking loans
- health and well-being, road safety and crash statistics
- workplace quality control data and information
- public information put out by councils, utilities, services

***Mathematical procedures*** may include:

- calculation of rates, ratios and proportions
- probabilities of events such as winning the lottery, horse racing odds, throwing of dice
- the use of appropriate formulae
- calculating using rational numbers

***Data*** may include:

- whole numbers
- percentages, decimals, fractions and ratios found in statistical information

***Tabular and graphical form*** may include:

- pie charts, frequency graphs such as bar graphs, scatter diagrams, box and whisker plots, line graphs, and cumulative frequency graphs
- software programs such as spreadsheets, or word processing graphing packages, or graphing calculators should be used to plot graphs

***Measures of central tendency*** include:

- mean, median and mode or modal class including for grouped data



**Common measures of spread**

include:

- range, interquartile range
- common percentiles
- standard deviation

**Descriptive language** may

include:

- specialised and general language such as:
  - maximum, minimum
  - increasing, decreasing
  - constant, slope, fluctuating
  - average, above/below average
  - distorted, biased

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- analyse and evaluate highly complex numerical information in texts and use mathematical procedures to make calculations related to quantitative data
- analyse and evaluate statistical data, tables and graphs and communicate information using the descriptive and specialised language of graphs, tables and measures of central tendency and spread

**Context of and specific  
resources for assessment**

Assessment must ensure access to:

- real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content is embedded
- access to computer hardware and software
- At this level the learner works autonomously and uses and evaluates a broad range of support resources.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to:
  - use mathematical procedures to analyse and evaluate highly embedded numerical information in texts
  - collect and represent statistical data and calculate measures of central tendency and common measures of spread
- oral and written questioning to assess the ability to use a wide range of oral and written informal and specialised language and representation including symbols, diagrams and charts to communicate mathematically

<b>Unit Code</b>	<b>VU22443</b>
<b>Unit Title</b>	<b>Use algebraic techniques to analyse mathematical problems</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to use algebraic techniques to investigate and solve mathematical problems and develop and use formulae and graphs to describe and represent relationships between variables.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10 &amp; 5.11.</p> <p>Learners at this level work autonomously and use and evaluate a broad range of support resources.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 algebraic techniques to analyse and solve problems	1.1 Use algebraic expressions, rules, <b>equations</b> , <b>formulae</b> , and their conventions to describe <b>generalisations</b> or number patterns or relationships between variables

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|---|---|--|
|   | 1.2   | Use the <b><i>conventions and symbolic notation and representation</i></b> of algebra including signed numbers and <b><i>indices</i></b> appropriately |
|   | 1.3   | Use substitution into formulae or algebraic expressions to find particular values  |
|   | 1.4   | Solve a <b><i>range of equations</i></b> using a variety of <b><i>algebraic techniques</i></b>   |
| 2 | Develop and use algebraic graphs to analyse relationships between variables |  |
|   | 2.1   | Use <b><i>graphical techniques</i></b> to draw linear and <b><i>simple non-linear graphs</i></b> and analyse and solve relationships and equations     |
|   | 2.2   | Identify <b><i>general shapes and major characteristics</i></b> of linear and simple non-linear graphs and interpret their real world meanings         |
|   | 2.3   | Equations are developed and written from given linear and simple non-linear graphs   |

## Required Knowledge and Skills

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

Required Knowledge:

- algebraic techniques such as same operation on both sides, backtracking and factorising

Required Skills:

- communication skills to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically
- problem solving skills to:
  - interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text
  - analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity
  - select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Equations*** include:

- those with only one or two unknowns

**Formulae and generalisations** created may describe:

- linear and simple non-linear number patterns (simple polynomial graphs)
- direct or inverse variation between variables in real or simulated situations
- exponential growth or decay

**Conventions and symbolic notation and representation** may include:

- simple indices
- square roots
- brackets
- alternative conventions for division
- signed numbers to express and interpret formulae, rules and equations

**Indices** should include:

- positive, negative
- key fractional values such as  $\frac{1}{2}$  and application of the index laws

**Range of equations** should include:

- linear
- quadratic
- simultaneous equations

**Algebraic techniques** include:

- same operation on both sides
- backtracking
- factorising
- guess, check and improve and include transpositions, and some manipulation of algebraic fractions

**Graphical techniques** should include:

- plotting points
- sketching from known main features of algebraic function
- using technology such as a graphing calculator or computer package (where experimental data is plotted, lines of best fit to be drawn by eye only or using graphing calculators or software programs)

**Simple non-linear graphs** should include:

- parabolas
- hyperbolas

**General shapes and major characteristics** may include:

- linear, parabolic and hyperbolic shapes
- x and y-intercepts, gradients, lines of symmetry, turning points

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- use algebraic techniques to analyse and solve problems
- develop and use algebraic graphs to analyse relationships between variables

**Context of and specific resources for assessment**

Assessment must ensure access to :

- real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content is highly embedded
- access to computer hardware and software

At this level the learner:

- works autonomously and uses and evaluates a broad range of support resources

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to:
  - use algebraic expressions, rules, equations and formulae to analyse and solve a range of equations embedded in materials and / or texts
  - develop and use algebraic graphs to analyse relationships between variables and interpret their real life meaning
- oral and written questioning to assess the ability to use a wide range of oral and written informal and formal language and representation including symbols, diagrams and charts to communicate mathematically

<b>Unit Code</b>	<b>VU22444</b>
<b>Unit Title</b>	<b>Use formal mathematical concepts and techniques to analyse and solve problems</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to use formal mathematical concepts and techniques and mathematical problem solving techniques to analyse and solve problems.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 5: 5.09, 5.10 &amp; 5.11</p> <p>Learners at this level work autonomously and use and evaluate a broad range of support resources.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to those seeking to improve their educational, vocational or community participation options by developing a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other numeracy and mathematics units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 formal mathematical concepts and techniques to analyse and solve problems	<p>1.1 Identify a range of <b>mathematical concepts and techniques</b> relevant to personal, future study or employment needs</p> <p>1.2 Select and use appropriate mathematical concepts and techniques to solve mathematical problems</p>

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|   | 1.3 | Use <b><i>specialised calculator or software functions</i></b> relevant to the mathematical areas  |
|   | 1.4 | Use oral and formal written language and symbols related to the mathematical areas   |
| 2 | 2.1 | Use appropriate <b><i>problem solving techniques</i></b> to interpret and extract relevant information from a task or problem  |
|   | 2.2 | Provide oral and written explanations of the problem solving and related mathematical techniques to explain the procedures used to solve the problem and to communicate the outcomes |

## Required Knowledge and Skills

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

### Required Knowledge:

- specialised calculator functions such as trigonometric, statistical, algebraic, power, graphical functions to support mathematical problem solving
- problem solving techniques such as guess and check, elimination, using patterns, rules, relationships and algebra to interpret and extract information

### Required Skills:

- communication skills to provide oral and written explanations of problem solving and mathematical techniques and outcomes
- problem solving skills to:
  - interpret, select and investigate appropriate mathematical information and relationships highly embedded in an activity, item or text
  - analyse and evaluate the appropriateness, interpretations and wider implications of all aspects of a mathematical activity
  - select and apply a wide range of mathematical strategies flexibly to generate solutions to problems across a broad range of contexts

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.



**Mathematical concepts and techniques** should be:

- chosen to provide an introduction to a specialist mathematical area relevant to the learner's future employment or study needs such as:
  - trigonometry including areas such as trigonometric ratios, bearings, angles of elevation and depression
  - probability including areas such as the use of tree and Venn diagrams, complementary events, mutually exclusive events
  - further statistics such as hypothesis testing and linear regression
  - introduction to calculus
  - scalars and vectors
  - business mathematics

**Specialised calculator or software functions** may include:

- trigonometric
- statistical
- algebraic
- power
- graphical

**Problem solving techniques** may include:

- guess and check
- elimination
- making a table, diagram or sketch
- using patterns, rules, relationships and algebra
- simplifying

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- relate the use of mathematical concepts and techniques to solve mathematical problems relevant to own personal, future study or employment needs
- use formal mathematical concepts, techniques and mathematical problem solving techniques to analyse and solve problems
- communicate procedures and outcomes both orally and in writing

**Context of and specific resources for assessment**

Assessment must ensure access to:

- real/authentic or simulated tasks, materials and texts in appropriate and relevant contexts where the maths content is highly embedded
- specialised calculators and software where required

At this level the learner works autonomously and uses and evaluates a broad range of support resources

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of work completed by the learner demonstrating the ability to:
  - identify mathematical concepts and techniques related to own personal, further study or employment needs
  - select and use mathematical concepts, techniques and problem solving techniques to analyse and solve highly embedded mathematical problems related to own needs
- oral and written questioning to assess the ability to communicate the mathematical concepts and problem solving techniques used and the outcomes achieved

<b>Unit Code</b>	<b>VU22445</b>
<b>Unit Title</b>	<b>Investigate current issues</b>
<b>Unit Descriptor</b>	This unit describes the skills required to develop knowledge of national and international current affairs.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners wishing to develop and broaden their knowledge of current national and international issues as a means of developing their literacy and numeracy skills.</p> <p>Where application is as part of the Certificate II in General Education for Adults, it is recommended that application is integrated with the delivery and assessment of Core Skills reading and writing units <i>VU22414 Engage with a range of complex texts for learning purposes</i> and <i>VU22419 Create a range of complex texts for learning purposes</i>.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 a current issue of significance in Australia	<p>1.1 Select a <b><i>current national issue</i></b></p> <p>1.2 Determine why the issue is of national significance</p> <p>1.3 Describe the <b><i>main facts</i></b> of the current national issue</p> <p>1.4 Analyse and evaluate different perspectives on the issue</p> <p>1.5 Discuss and present own opinion on the current issue</p>
2 Describe a current issue of international significance	<p>2.1 Select a <b><i>current international issue</i></b></p> <p>2.2 Determine why the issue is of international significance</p> <p>2.3 Describe the main facts of the international issue</p> <p>2.4 Analyse and evaluate different perspectives on the issue</p> <p>2.5 Discuss and present own opinion on the current issue</p>

## Required Knowledge and Skills

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

### Required Knowledge:

- sources of information on current national and international issues
- strategies including the ability to interpret and analyse a series of connected paragraphs
- a range of vocabulary related to specific issues or areas including some specialised vocabulary to support comprehension
- techniques used by writers to convey meaning and achieve purpose
- understanding that a text reflects an author's culture, experiences and value system

### Required Skills:

- problem solving skills to:
  - select and apply reading strategies to interpret and analyse information about current issues
  - apply critical analysis skills to interpret and evaluate the effectiveness of information
  - assess relevance of texts to own purposes and needs
- oral communication skills to discuss features and content of information to establish relevance and effectiveness to present an opinion
- planning and organising skills to gather information about current national and international issues

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Current national issues*** may include:

- political issues for example, refugees, immigration policy
- economic issues such as employment
- environmental issues
- education issues such as education funding

***Main facts*** may include:

- key people / groups
- area, place, groups affected
- reasons for the issue

**Current issue of international significance** may include:

- political unrest
- terrorism / acts of violence
- war
- economic and environmental issues
- natural disasters such as drought, earthquakes, floods

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- source, order, interpret and analyse information on a national and an international current issue

**Context of and specific resources for assessment**

Assessment must ensure:

- access to sources of information on national and international current affairs
- appropriate support allowing for full participation
- computer hardware/software and internet access as appropriate

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- portfolio of information containing analysis of current affairs issues compiled by the learner
- observation of the learner engaging with information on current issues and presenting an opinion
- oral or written questioning to assess the ability of the learner to interpret different perspectives of current affairs information

<b>Unit Code</b>	<b>VU22446</b>
<b>Unit Title</b>	<b>Design and review a project</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to design, conduct and critically examine a project's processes and outcomes. The unit is intended to be delivered over sufficient time to enable learners to develop and demonstrate all outcomes.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to those who wish to improve their literacy, numeracy and oral communication skills in the context of a defined project, which may be individual or group based.
<b>Element</b>	<b>Performance Criteria</b>
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 context for requirements of a project proposal	1.1 Clarify the <b>context and purpose</b> of the proposal 1.2 Explore the <b>resources</b> required to support the proposal
2 Develop project methodology	2.1 Define the <b>components</b> , products and resources required for the project 2.2 Assess the feasibility of a range of approaches 2.3 Establish the <b>criteria</b> for assessing the success of the project
3 Finalise project planning	3.1 Develop the <b>project action plan</b> 3.2 Organise the required resources
4 Undertake the project	4.1 Confirm own roles, responsibilities and tasks and those of others involved in the project if applicable 4.2 Undertake project activities according to the action plan 4.3 Monitor progress of the project and address <b>issues</b> as required

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| 5 | Review the project | 5.1 | Assess project outcomes against established criteria                                     |
|   |                    | 5.2 | Identify factors which contributed to the successful conduct and outcomes of the project |
|   |                    | 5.3 | Identify factors which negatively influenced the project outcomes                        |
|   |                    | 5.4 | Identify strategies or actions which may be applied to future projects                   |

## Required Knowledge and Skills

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

### Required Knowledge:

- features of project action plans to enable a plan to be developed
- criteria used to assess the outcomes of projects such as costs, time frames, customer satisfaction
- the place of legislative requirements such as OHS / WHS, environmental protection and licensing in project planning and implementation

### Required Skills:

- communication skills to support successful project planning and completion such as negotiation and conflict resolution
- literacy and numeracy skills to source, interpret and synthesise information required to develop, implement and review a project action plan
- problem solving skills to:
  - assess the feasibility of a project proposal
  - recognise and address issues affecting the successful completion of a project

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Context and purpose** may include:

- community:
  - newsletter production
  - community garden
  - concert
- personal:
  - producing a family history
  - developing a personal web page
- educational:
  - completing a study requirement such as a practical placement
  - completing an assignment

**Resource requirements** may include:

- human:
  - people with general or specialist skills and knowledge relevant to the project
- technical:
  - computer hardware and / or software
  - access to utilities
- financial:
  - budget
- physical:
  - equipment / tools
  - suitable location

**Components** may include:

- required permissions / authorisations
- safety requirements
- risk management strategy

**Criteria** may include:

- completing the project within:
  - budget
  - time frame
- customer / user satisfaction

**Project action plan** may include:

- clearly specified project tasks
- roles and responsibilities
- time lines / dates / calendars / milestones



**Issues** may include:

- budget overruns
- unplanned events
- loss of project personnel
- personal conflicts

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- plan, conduct and evaluate the success of a project relevant to the learner

### Context of and specific resources for assessment

Assessment must ensure:

- sufficient time to enable the learner to design, implement and review a project

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of project activities
- portfolio of project planning and review showing:
  - development of an action plan
  - monitoring of activities
  - review of outcomes and processes
- third party reports from others involved in or party to the project detailing the performance of the learner

<b>Unit Code</b>	<b>VU22447</b>
<b>Unit Title</b>	<b>Analyse science in the community</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to critically evaluate scientific methodology and issues in the community.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners wishing to improve their educational and vocational participation options in the science field.
<b>Element</b>	<b>Performance Criteria</b>
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 an investigation of an issue of scientific interest	1.1 Identify an <b>issue</b> of scientific interest which has contributed to the community or personal experience 1.2 Select <b>investigation methods</b> and confirm with a <b>relevant person</b> 1.3 Develop a <b>plan</b> to investigate the issue and confirm with a relevant person
2 Analyse the impact of the issue	2.1 Research the <b>area of science</b> which underpins the issue 2.2 Analyse <b>factors</b> which have an impact on the research and development of the issue 2.3 Analyse the <b>impact</b> of the issue on the community or personal experience 2.4 Record the results of the investigation using <b>appropriate scientific terminology</b>
3 Report on the investigation	3.1 <b>Present</b> the findings of the investigation 3.2 Discuss the findings of the investigation using appropriate scientific terminology

## Required Knowledge and Skills

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

### Required Knowledge:

- meaning making strategies including the ability to interpret and analyse a series of connected paragraphs
- a broad vocabulary including scientific terminology related to the issue to enable information and ideas to be expressed verbally and in writing
- sources of scientific information related to the scientific issue

### Required Skills:

- planning and organising skills to gather, select, organise and analyse information about the issue
- communication skills to:
  - present findings
  - discuss the outcomes of experiments
- problem solving skills to analyse scientific information related to the issue

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

**Issue** may include:

- carbon dioxide, greenhouse effect and temperature rises
- ergonomics in the workplace
- use and abuse of medications
- technology and artificial intelligence
- bio-chemistry and immunisation
- Minimal Intervention Models being introduced in modern medical treatment regimes
- sound technology and MRI decreasing our dependence on X-rays
- space stations and future travel
- weapons research including biological and chemical weapons
- drug testing on humans and sportspeople
- transplant technologies
- advancement in movie cameras or 3D virtual reality
- genetic connection to an illness
- cloning
- stem cell research
- genetic engineering
- impact of diet on specific health issues

**Investigation methods** may include:

- observation
- interviews
- collection of data or evidence
- setting up an hypothesis
- testing the hypothesis
- control groups
- checking the reproducibility and range of applicability of the results including do the results apply to all, many or few?
- listening to guest speakers
- searching the internet or reference books

**Relevant person** may include:

- supervisor
- mentor / teacher
- team members

**Plan** may include:

- instructions to set up investigations:
  - required supervision
  - individual or team-based activities
  - OHS / WHS requirements
- selection of resources/location of information
- persons to consult
- places to visit for observation
- identifying questions for research
- developing models
- types of evidence such as photographs, printed information, interviews
- recording format

**Area of science** may include:

- a branch of science such as archaeology, astronomy, biochemistry, biology, biotechnology, chemistry, cosmology, meteorology, physics, virology
- combinations of areas of science in an application such as biological and psychological understanding of human endurance applied to occupational health and safety in working environments
- principles of science such as conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/toys
- applications of science:
  - technology such as telecommunications, electricity, calculators, plastics, flight and aviation
  - substance such as medicinal drugs, catalysts in industry
- processes such as desalination, water purification and waste management

**Factors** may include:

- factors involved in setting up a research and/or experimental project including the roles, responsibilities and rights of funding bodies, management and staff
- factors involved in deciding ownership of the results of a project
- economic considerations
- political considerations
- cultural/religious views
- social views
- ethical guidelines for research involving living subjects including humans:
  - informed consent of participants
  - roles and responsibilities of all parties involved
  - motivation behind the research
  - publication of findings
- treatment of living subjects before, during and after experimentation

**Impact** may include:

- beneficial or harmful impacts
- cultural / social
- economic / financial
- environmental
- ethical
- industrial / technological
- physical / health and well being / psychological
- political / religious
- sporting

**Appropriate scientific terminology** may include:

- language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, ethics, field or activity report, laboratory report
- terminology appropriate to the area of science being investigated and an understanding of specific terms
- general terms such as cell, atomic, nuclear, solar, heredity, genetic, energy, ergonomic, experimental subjects, placebo

**Present** may include:

- using everyday language and a moderate vocabulary of scientific language to present oral, written or visual informal or short formal reports
- using diagrams, graphics or photographs
- identifying and interpreting trends or conclusions in the information

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- investigate an issue of scientific interest, including its scientific basis, and analyse its impact on the community or personal experience
- present a report on the outcomes of investigation using appropriate scientific terminology

### Context of and specific resources for assessment

Assessment must ensure access to:

- computers and the internet where appropriate to enable information to be researched
- sources of information related to the investigation

### Method(s) of assessment

The following are suggested assessment methods for this unit:

- portfolio of investigation undertaken:
  - according to a plan developed by the learner
  - including conclusions drawn from the findings
- group discussion to assess the ability to discuss findings using appropriate terminology





<b>Unit Code</b>	<b>VU22450</b>
<b>Unit Title</b>	<b>Work with and interpret simple directions in familiar situations</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to support learners to develop the basic skills and confidence to perform simple and familiar numeracy tasks involving the interpretation of simple everyday maps or street directories. It includes giving and following simple and familiar directions which are part of the learners' normal routines to do with directions and locations in familiar contexts, such as near their homes, shopping centres, in workplace buildings or education institutions. Learners will communicate these mathematical ideas using mainly spoken responses with some written responses. Learners at this level may request support and begin to develop their own support resources.</p> <p>The required outcomes described in this unit contribute to the achievement of Australian Core Skills Framework indicators for Numeracy at Level 2: 2.09, 2.10 &amp; 2.11</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>People seeking to improve their educational, vocational or community participation options will need to develop a range of numeracy and mathematics skills.</p> <p>Numeracy is seen as making meaning of mathematics - mathematics is a tool to be used efficiently and critically and is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. The goal is therefore to assist learners to develop mathematical concepts and relationships in ways that are personally meaningful.</p> <p>It is recommended that this unit is integrated with the delivery and assessment of other Numeracy and Mathematics Units. It is also recommended that application is also integrated with other units from across the CGEA. The links between the different units encourage co-delivery and assessment, and replicates real life situations where tasks and activities integrate a wide range of skills including literacy and numeracy.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 and interpret key features and concepts of location and direction in simple everyday maps or street directories | 1.1 Identify simple <b>key features and concepts of position and location</b> in <b>simple everyday maps or street directories</b> |
|  | 1.2 Read and interpret simple everyday maps or street directories of familiar locations  |
|  | 1.3 Use <b>informal and some formal language of position and location</b> to interpret simple everyday maps or street directories  |
| 2 Give and follow simple and familiar directions based on simple everyday maps, diagrams or street directories             | 2.1 Describe orally the relative location of two or more objects using informal and some formal language of position               |
|  | 2.2 Follow <b>simple oral directions</b> for moving between familiar locations   |
|  | 2.3 Give simple oral directions for moving between familiar locations using informal and some formal language of position          |

## Required Knowledge and Skills

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

Required Knowledge:

- signs / prints/ symbols represent meaning in signs, diagrams and maps
- the key features of simple diagrams, maps and street directories of familiar locations
- mainly informal and some formal oral mathematical language of position and location to give and follow directions.

Required Skills:

- oracy skills to describe the relative location of two or more objects and to follow simple oral directions
- literacy skills to read relevant, familiar maps and street directories

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Key features and concepts of position and location** refers to:
- intersections, street names, building names, simple co-ordinates such as A12, direction indicator/compass: North, South, East, West

**Simple everyday maps or street directories** may include:

- familiar and simple online maps and street directories
- maps of workplace or educational institution
- street directory page for learner's local area
- shopping centre map

**Informal and some formal language of position and location** may include:

- language of position:
  - over/under
  - in front/behind
  - left/right
  - up/down
  - through
  - opposite / on the corner / next to
  - first / second / between
  - North / South / East / West
- a combination of mainly informal and some formal oral mathematical and general language

**Simple oral directions** refer to:

- short, clear, with only two given at a time such as:
  - moving from one room to another
  - between buildings in a large institution, workplace or shopping centre
- clarification may be given if requested
- simple drawings, plans or maps may be used as an aid

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- read and interpret required location and direction information in simple diagrams, maps and street directories
- use informal and some formal language of location and direction to describe relative positions of objects or locations
- apply key features and concepts of position to give and follow simple, familiar oral directions

**Context of and specific resources for assessment**

Assessment must ensure:

- access to real/authentic or simulated tasks, materials and texts from a limited range of familiar and predictable contexts

At this level, the learner:

- can use a combination of mainly informal and some formal oral and written mathematical and general language to communicate mathematically
- may work with an expert/mentor where support is available if requested.

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner identifying key features and concepts of position and location in simple everyday maps or street directories to determine direction and location
- role play of giving and following oral directions with a limited number of steps such as moving between buildings in a large institution or shopping centre
- oral or written questioning to assess knowledge of mainly informal and some formal oral mathematical language of position and location

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## Units imported from accredited curricula

**Unit Code****VU22104****Unit Title****Prepare simple budgets****Unit Descriptor**

This unit describes the basic mathematical and arithmetical skills and knowledge to compare prices, calculate quantities and costs, and to gather relevant information to prepare a simple balanced budget.

No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.

**Employability Skills**

This unit contains employability skills.

**Application of the Unit**

This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.

Skill development at this level will generally require assistance from a support person.

**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 Determine prices of a selection of goods for a specified budget

- 1.1 Select items for inclusion in ***budget***  
 1.2 Compare available prices of the selected ***items***  
 1.3 Determine quantities required and enter data correctly into set formulae on calculator  
 1.4 Use ***strategies to check accuracy***

- 2 Prepare a simple budget

- 2.1 Investigate ***information*** to establish income and expenditure  
 2.2 Develop a balanced budget  
 2.3 Check balanced budget meets all users' needs

**Required Knowledge and Skills**

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

**Required Knowledge:**

- four operations of arithmetic applied to money, quantities and measurement
- estimation
- comparisons using number skills
- simple percentages and fractions
- basic functions of calculators:
  - addition / subtraction / multiplication / division
  - equals
  - decimal point
  - clear

**Required Skills:**

- problem solving skills to compare prices and determine quantities

**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.

***Budget*** may include:

- personal – income and expenditure weekly or monthly
- project, such as a small community picnic

***Items*** may include:

- food
- clothes and make-up
- electricity, gas, phone
- rent
- equipment hire or purchase
- entertainment costs

***Strategies to check accuracy***

may include:

- estimation
- doing calculations twice to check answers
- consulting others
- use of spreadsheet software

***Information*** may include:

- advertising material
- newspapers
- magazines

## 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:

- apply the four operations of arithmetic to prepare a simple budget for personal or project use.

### Context of and specific resources for assessment

Assessment must ensure access to:

- a calculator
- reference material such as household incomes, rentals, household expenses

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- observation of the learning using a calculator to prepare a budget
- portfolio of budget workings.



<b>Unit Code</b>	<b>VU22107</b>
<b>Unit Title</b>	<b>Calculate and communicate sports scores</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to use numeracy skills related to recording and communicating sports scores to team officials and making calculations related to sport and recreational pursuits.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to learners who wish to re-engage with learning as a pathway to education, employment or community participation activities.</p> <p>Skill development at this level will generally require assistance from a support person.</p>
<b>Element</b>	<b>Performance Criteria</b>
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 Keep score in sporting or recreational events	<p>1.1 Confirm rules of <b>sporting games</b> and recording process</p> <p>1.2 <b>Record</b> scores</p> <p>1.3 Total scores both progressively and at end of game</p> <p>1.4 Calculate differences in scores at end of game</p> <p>1.5 <b>Communicate</b> scores to team officials</p>
2 Calculate comparative place	<p>2.1 Gather scores of all teams in the competition</p> <p>2.2 <b>Calculate order of teams</b></p>
3 Communicate numerical information relating to sports competitions	<p>3.1 Explain processes used to construct given data</p> <p>3.2 Present scoring information in an <b>appropriate format</b></p>

### Required Knowledge and Skills

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

**Required Knowledge:**

- rules of the chosen sport and scoring system to enable scores to be kept accurately
- mathematical processes of addition and subtraction to keep accurate scores and determine positions on a table based on results

**Required Skills:**

- communication skills to provide clear and accurate information to officials
- literacy skills to accurately record scores
- numeracy skills to calculate the order of teams

**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.

- Sporting games*** may include:
- competition or recreational matches
  - any game that requires a score be kept

- Record*** may include:
- using an official score sheet
  - keeping an informal scores sheet

- Communicate*** may include:
- via a score sheet
  - via a manual or electronic scoreboard

- Calculate order of teams*** may include:
- total of wins and losses
  - using margins of wins and losses

- Appropriate format*** may include:
- table or spread sheet
  - verbal report

**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:

- accurately score for a sporting event and communicate results to an official
- construct a table showing the position of teams according to their results

**Context of and specific resources for assessment**

Assessment must ensure:

- access to a sporting game or recreational event
- recording format appropriate to the sporting game or recreational event

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner scoring a sporting game or recreational event and communicating results to an official
- portfolio of scoring and calculation of table positions completed by the learner
- third party reports from sporting officials detailing performance by the learner.

<b>Unit Code</b>	<b>VU22094</b>
<b>Unit Title</b>	<b>Explore your story</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to investigate, collate, record and present information on the history of an Aboriginal or Torres Strait Islander clan/mob relevant to the learner.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to Aboriginal and/or Torres Strait Islander learners and will require the support of Elders, community members or family members
<b>Element</b>	<b>Performance Criteria</b>
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 the history of own clan/mob	1.1 Identify <b><i>own clan / mob</i></b> with <b><i>appropriate support</i></b> 1.2 Determine protocols within the Aboriginal and/or Torres Strait Islander community for seeking <b><i>information</i></b> related to own history 1.3 Gather information from community members 1.4 Investigate <b><i>other sources of information</i></b> 1.5 Record information in <b><i>appropriate format/s</i></b>
2 Investigate the language of own mob/clan	2.1 Identify the language of own clan / mob 2.2 Investigate the <b><i>history of the language</i></b> 2.3 Identify the future of the language
3 Make a simple presentation on your story	3.1 Identify the <b><i>presentation requirements</i></b> 3.2 Determine <b><i>presentation format</i></b> 3.3 Develop and organise <b><i>content of presentation</i></b> 3.4 Deliver a presentation using <b><i>appropriate strategies</i></b>

### 3.5 Seek **feedback** from peers on own presentation

#### Required Knowledge and Skills

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

##### Required Knowledge:

- appropriate processes for determining protocols for interacting with Aboriginal and/or Torres Strait Islander communities
- cultural considerations related to the use of imagery
- oral presentation techniques
- appropriate sources of information on Aboriginal and/or Torres Strait Islander history and language

##### Required Skills:

- communication skills to:
  - gather information from community members using appropriate protocols
  - make clear oral presentations
  - seek feedback from peers
- written and / or visual literacy skills to present information
- organisational skills to sequence information for a presentation

#### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Own clan / mob*** may include:

- any relevant Aboriginal and/or Torres Strait Islander family group / clan / mob of interest

***Appropriate support*** may include:

- elders
- family members
- community members

***Information*** may include:

- pre colonial history
- contemporary events
- local historical events
- history of local Aboriginal and/or Torres Strait Islander community members

<b>Other sources of information</b> may include:	<ul style="list-style-type: none"> <li>• historical records</li> <li>• dreamtime stories</li> <li>• genealogy records</li> </ul>
<b>Appropriate format/s</b> may include:	<ul style="list-style-type: none"> <li>• notes</li> <li>• audio recordings</li> <li>• photographs</li> <li>• video recordings</li> </ul>
<b>History of the language</b> may include:	<ul style="list-style-type: none"> <li>• areas in which the language was spoken</li> <li>• loss or maintenance of the language over time</li> <li>• current speakers</li> </ul>
<b>Presentation requirements</b> may include:	<ul style="list-style-type: none"> <li>• cultural considerations when using images</li> <li>• intended audience</li> <li>• purpose of presentation</li> <li>• length of presentation</li> </ul>
<b>Presentation format</b> may include:	<ul style="list-style-type: none"> <li>• oral and / or visual</li> <li>• notes</li> <li>• PowerPoint slides</li> </ul>
<b>Content of presentation</b> may include:	<ul style="list-style-type: none"> <li>• factual or anecdotal information from community or family members</li> <li>• historical records</li> <li>• own or community members opinions and views</li> </ul>
<b>Appropriate strategies</b> may include:	<ul style="list-style-type: none"> <li>• presenting content in a logical sequence</li> <li>• varying voice tone to maintain audience attention</li> <li>• making culturally appropriate eye contact</li> <li>• responding to questions and involving audience members as appropriate</li> </ul>
<b>Feedback</b> may include:	<ul style="list-style-type: none"> <li>• suggestions on improving: <ul style="list-style-type: none"> <li>– vocal skills</li> <li>– structure of content</li> </ul> </li> <li>• length of presentation</li> <li>• appropriate use of technology</li> </ul>

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify and apply appropriate protocols to seek information within the Aboriginal and/or Torres Strait Islander community
- collect and organise information from a range of sources
- make a presentation using the information collected

### Context of and specific resources for assessment

Assessment must ensure:

- access to Aboriginal and/or Torres Strait Islander community members
- access to sources of information on Aboriginal and/or Torres Strait Islander history

### Method(s) of assessment

Assessment of this unit must be culturally appropriate. The following suggested assessment methods are suitable for this unit:

- direct observation of the learner making a presentation to a group on the history and language of their own clan/mob
- portfolio of information on the history and language of the learner's clan/mob gathered from community members and other sources
- oral or written questioning to assess understanding of the protocols that apply when seeking and using information from the Aboriginal and/or Torres Strait Islander community.

<b>Unit Code</b>	<b>VU22113</b>
<b>Unit Title</b>	<b>Investigate the influence of Aboriginal and/or Torres Strait Islander history</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to gather information on Aboriginal and/or Torres Strait Islander and related history and analyse its impact on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to Aboriginal and/or Torres Strait Islander learners and may relate to the history of their own clan/mob or to the broader Aboriginal and/or Torres Strait Islander history of Australia.
<b>Element</b>	<b>Performance Criteria</b>
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 Source information	<p>1.1 Determine <b><i>sources of information</i></b> on <b><i>Aboriginal and/or Torres Strait Islander history</i></b> with support of Aboriginal and/or Torres Strait Islander community members</p> <p>1.2 Determine sources of information on <b><i>related history</i></b></p> <p>1.3 <b><i>Examine</i></b> information for relevance</p> <p>1.4 <b><i>Record</i></b> relevant information</p>
2 Analyse information	<p>2.1 Determine the importance of the information collected in relation to its impact on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community</p> <p>2.2 Compare information from different sources to consider a range of perspectives</p> <p>2.3 Determine the influence of the historical information on the <b><i>contemporary Aboriginal and/or Torres Strait Islander environment</i></b></p>



- 2.4 Analyse the impact of Aboriginal and/or Torres Strait Islander history on current events and attitudes
- 3 Present the information
  - 3.1 Determine the most appropriate ***presentation format*** for the information and analysis
  - 3.2 Access any ***resources*** required to present the information
  - 3.3 Prepare the presentation
  - 3.4 Present the information
  - 3.5 Obtain ***feedback*** on the presentation

## Required Knowledge and Skills

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

### Required Knowledge:

- sources of information on Aboriginal and/or Torres Strait Islander and related history to enable information to be gathered and analysed
- cultural considerations related to the use of imagery
- different presentation formats to enable the most appropriate format to be used

### Required Skills:

- communication skills to access relevant information
- problem solving skills to analyse information and determine its influence on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community
- literacy skills to access information from written and/or digital sources

## 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:

- Elders
- community members
- family members
- historical archives
- libraries
- museums
- websites

**Aboriginal and/or Torres Strait Islander history** may include:

- pre and post 1788
- contemporary
- local / regional / national

**Related history** may include:

- English:
  - influences and events in pre 1788 England that impacted on European settlement of Australia
  - the concept of 'terra nullius'
- European / Asian:
- events contributing to migratory patterns

**Examine** may include:

- listening to Elders and Aboriginal and/or Torres Strait Islander community members
- organising information from own knowledge and experiences
- watching television, videos and films
- reading books and other references
- searching the internet

**Record** may include:

- audio and/or visual recording
- written or printed copy
- bookmarked websites

**Contemporary Aboriginal and/or Torres Strait Islander environment** may include:

- the Aboriginal and/or Torres Strait Islander voice in Australian politics
- Aboriginal and/or Torres Strait Islander policy initiatives
- place of Aboriginal and/or Torres Strait Islander culture in contemporary Australian society
- effect of the 'stolen generations' on Aboriginal and/or Torres Strait Islander people and communities
- effect of the Mabo decision

**Presentation format** may include:

- audio visual presentation
- cultural considerations when using images
- oral presentation with visual aids
- written presentation
- poster display
- visual or dance art form

**Resources** may include:

- audio visual equipment
- computer and projector
- art or dance space

**Feedback** may include:

- verbal or written
- from peers, teachers or the community

## 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:

- gather information from a range of sources including the Aboriginal and/or Torres Strait Islander community
- analyse the influence of Aboriginal and/or Torres Strait Islander and related history on current events and attitudes impacting on the Aboriginal and/or Torres Strait Islander community
- collate, organise and present the information

**Context of and specific resources for assessment**

Assessment must ensure access to:

- sources of information
- relevant resources required to present the information in the learner's preferred format

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner making a presentation detailing their investigation of Aboriginal and/or Torres Strait Islander and related history and its impact on present day events and attitudes
- a portfolio of information and analysis of Aboriginal and/or Torres Strait Islander and related history, which may include written, audio and/or visual information
- third party reports from Aboriginal and/or Torres Strait Islander community members and/or peers detailing their feedback on information and analysis presented.

<b>Unit Code</b>	<b>VU22114</b>
<b>Unit Title</b>	<b>Investigate and present on features of Aboriginal and/or Torres Strait Islander culture</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge to identify and compare features of Aboriginal and/or Torres Strait Islander and other cultures.</p> <p>No licensing, legislation, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	<p>This unit applies to Aboriginal and/or Torres Strait Islander learners who wish to gain a greater understanding of the way in which belief systems and culture impact on day-to-day life.</p> <p>This unit requires the support of Elders and Aboriginal and/or Torres Strait Islander community members</p>
<b>Element</b>	<b>Performance Criteria</b>
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 significant elements of Aboriginal and/or Torres Strait Islander culture	<p>1.1 Compare and contrast the <b>features of culture of different cultural groups</b>, with input from Elders and Aboriginal and/or Torres Strait Islander community members</p> <p>1.2 Identify the <b>significant elements of Aboriginal and/or Torres Strait Islander culture</b> with input from Elders and Aboriginal and/or Torres Strait Islander community members</p>
2 Examine ways in which belief systems impact on day-to-day life	<p>2.1 Discuss the <b>belief systems</b> of the Aboriginal and/or Torres Strait Islander community with input from elders and Aboriginal and/or Torres Strait Islander community members</p> <p>2.2 Describe the <b>impact of belief systems</b> on the day-to-day life of the Aboriginal and/or Torres Strait Islander community</p>

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| 3 Investigate the impact of cultural differences | 3.1 Examine <b><i>impact of cultural differences</i></b> , with input from elders and Aboriginal and/or Torres Strait Islander community members |
|  | 3.2 <b><i>Record</i></b> information gathered  |
| 4 Present results of investigations              | 4.1 Select <b><i>audience</i></b> and <b><i>presentation</i></b> format  |
|  | 4.2 Select and arrange appropriate content   |
|  | 4.3 Deliver presentation   |
|  | 4.4 <b><i>Review</i></b> presentation  |

### Required Knowledge and Skills

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

#### Required Knowledge:

- sources of information on Australian Aboriginal and/or Torres Strait Islander and other cultures to enable information to be gathered and analysed
- cultural considerations related to the use of imagery
- different presentation formats to enable the most appropriate format to be used

#### Required Skills:

- communication skills to gather and interpret information from Elders and Aboriginal and/or Torres Strait Islander community members
- problem solving skills to analyse information and determine its impact on day to day life
- literacy skills to access and interpret information from written and/or digital sources

### 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 culture*** may include:

- belief systems
- rituals
- relationships within cultures:
  - men and women
  - old and young
  - children and parents

**Different cultural groups** may include:

- Aboriginal and/or Torres Strait Islander
- Anglo / European
- Arabic
- Asian

**Significant elements of Aboriginal and/or Torres Strait Islander culture** may include:

- belief systems
- rituals
- relationships

**Belief systems** may include:

- belief systems
- rituals
- relationships

**Impact of belief systems** may include:

- occasions in day-to-day life in which religious/health and well-being belief systems might clash for both Aboriginal and/or Torres Strait Islander people and another culture
- occasions in day-to-day life in which religious/health and well-being belief systems might support both Aboriginal and/or Torres Strait Islander people and another culture

**Impact of cultural differences** may include:

- positive and negative impacts on:
  - communication
  - behaviours
  - perceptions

**Record** may include:

- written notes
- audio visual material
- visual or practical representation

**Audience** may include:

- local community groups
- Elders
- family
- class / peers group
- local schools

**Presentation** may include:

- video / audio
- power point presentation
- performing or visual arts
- commemorative walk
- group or individual

**Review** may include:

- discussion with Elders or Aboriginal and/or Torres Strait Islander community members
- peer feedback
- audience feedback

## 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:

- engagement with Elders or Aboriginal and/or Torres Strait Islander community members to identify significant elements of Aboriginal and/or Torres Strait Islander culture and belief systems
- the ability to analyse the impact of different cultural beliefs and practices on day to day life
- the ability to present and review information

### **Context of and specific resources for assessment**

Assessment must be culturally appropriate and ensure access to:

- Elders or Aboriginal and/or Torres Strait Islander community members
- sources of information
- relevant resources required to present the information in the learner's preferred format



**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of the learner making a presentation detailing their analysis of the impact of cultural clashes on day to day life
- a portfolio of information and analysis of Aboriginal and/or Torres Strait Islander and other cultural features, beliefs and practices, which may include written, audio and/or visual information
- third party reports from Aboriginal and/or Torres Strait Islander community members and/or peers detailing their feedback on information and analysis presented.

<b>Unit Code</b>	<b>VU21881</b>
<b>Unit Title</b>	<b>Apply essential further study skills</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge required to study and participate effectively in a tertiary learning environment.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who wish to develop their study skills to support effective participation in tertiary study.
<b>Element</b>	<b>Performance Criteria</b>
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 the requirements of tertiary learning environments	<p>1.1 Identify the <b><i>expectations of the tertiary learning environment</i></b></p> <p>1.2 Determine the main <b><i>learning contexts</i></b> found in tertiary learning environments</p> <p>1.3 Define the main <b><i>learning strategies</i></b> used in tertiary learning environments</p> <p>1.4 Analyse the features, benefits and disadvantages of different learning strategies as they relate to different learning contexts</p> <p>1.5 Identify the features of the peer review system</p> <p>1.6 Determine <b><i>effective personal strategies</i></b> to maximise learning opportunities</p>
2 Investigate library services	<p>2.1 Identify the main <b><i>services of educational libraries</i></b></p> <p>2.2 Identify <b><i>sources of information</i></b> available in educational libraries</p> <p>2.3 Establish <b><i>broad criteria</i></b> for assessing information</p>
3 Use effective reading strategies to analyse complex texts	<p>3.1 Investigate the features and purpose of different <b><i>academic reading strategies</i></b></p> <p>3.2 Determine the significance of <b><i>context</i></b> for the meaning of a text</p>

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|   | 3.3  | Use <b>text structure</b> , wording, syntax and technical vocabulary to support the interpretation of meaning |
|   | 3.4  | Synthesise, summarise and note the main arguments of the text   |
|   | 3.5  | Identify the strengths and weaknesses of the text   |
| 4 | Produce complex texts                        |   |
|   | 4.1  | Identify the main features of types of <b>academic texts</b>  |
|   | 4.2  | Analyse the features, purpose and phases of the <b>academic writing process</b>                               |
|   | 4.3  | Identify the significance of context and audience to academic writing   |
|   | 4.4  | Produce a piece of academic writing, including <b>appropriate referencing</b>                                 |
|   | 4.5  | Observe required standards on plagiarism and collusion  |
| 5 | Develop collaborative learning relationships |   |
|   | 5.1  | Identify <b>modes of collaborative learning</b>   |
|   | 5.2  | Identify characteristics of effective collaborative learning relationships                                    |
|   | 5.3  | Form collaborative learning relationships with other learners   |
|   | 5.4  | Negotiate collaborative learning relationship <b>protocols</b> with other students                            |
|   | 5.5  | Agree strategies to deal with uneven contributions to collaborative work                                      |

## Required Knowledge and Skills

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

**Required Knowledge:**

- text structure, usage and syntax used to interpret text meaning
- the role of context in the interpretation of text meaning
- academic referencing, including commonly used referencing styles and citations
- academic standards and protocols related to plagiarism and collusion

**Required Skills:**

- literacy skills to:
  - negotiate and communicate verbally in collaborative learning relationships
  - communicate complex ideas and relationships in writing
  - read and interpret complex texts
- problem solving skills to:
  - analyse the relevance of information and information sources
  - adapt familiar learning strategies to new contexts
- planning and organising skills to plan, research and organise academic writing pieces
- learning skills to:
  - use a range of research strategies appropriate to an academic context
  - accept new learning challenges

**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.

***Expectations of the tertiary learning environment*** may include:

- views of the tertiary learner as:
  - independent
  - active
  - collaborative
- time management

***Learning contexts*** may include:

- lectures
- tutorials
- seminars
- field work
- group work
- e-learning
- independent projects

**Learning strategies** may include

- self monitoring
- note-taking
- revision
- partnerships with other students
- questioning
- tracking
- research

**Effective personal strategies** may include:

- using a mix of learning strategies to maintain engagement
- seeking assistance
- partnering with students who have different strengths

**Services of educational libraries** may include:

- loans:
  - long and short term
  - interlibrary
- on line access:
  - catalogues
  - internet

**Sources of information** may include:

- library staff
- hard copy and electronic:
  - catalogues
  - journals
  - books
  - reserve collections

**Broad criteria** may include:

- relevance to topic
- level of detail
- currency
- authenticity
- credibility of sources
- weight of evidence

**Academic reading strategies**  
may include:

- scanning
- skimming
- selecting
- detailed reading
- critical reading

**Context** may include:

- implied readers of the text
- historical period of the text
- other texts cited

**Text structure** may include:

- chapter headings
- paragraph and sub headings
- diagrams and illustrations
- tables and charts
- bibliographies and references

**Academic texts** may include:

- narratives
- expository and argumentative essays
- journal articles
- theses
- monographs

**Academic writing process**  
may include:

- planning
- researching
- drafting
- revising
- editing
- proof reading
- peer review

**Appropriate referencing** may  
include:

- required referencing style
- citations
- footnotes

**Modes of collaborative learning** may include:

- study groups
- learning partnerships
- group presentations
- tutorials
- workshops

**Protocols** may include:

- behavioural standards
- respectful communication
- communication modes and frequency
- purposes of relationship

**Evidence Guide**

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- analyse the features and requirements of tertiary learning environments
- apply academic reading strategies and writing skills to analyse and produce a piece of academic writing
- develop collaborative learning relationships

**Context of and specific resources for assessment**

Assessment must ensure:

- access to educational library services

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- observation of students forming collaborative learning relationships
- review of report on analysis of an academic text
- submission of a written academic piece
- written or verbal analysis of the features and benefits of different learning strategies

<b>Unit Code</b>	<b>VU21664</b>
<b>Unit Title</b>	<b>Prepare for employment</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to prepare for employment. It focuses on developing knowledge of Australian workplaces, their work practices and requirements and potential employment opportunities to assist participants in making decisions about possible career paths.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to participants who are seeking to improve their employability and work readiness. This unit provides opportunities for participants of diverse backgrounds to develop their understanding of workplace requirements and practices to gain and maintain employment or to access further vocational training opportunities.
<b>Element</b> Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b> 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 workplace expectations	<p>1.1 Determine general <b>workplace expectations</b> and their purpose</p> <p>1.2 Identify necessary <b>strategies and behaviour</b> required to gain and maintain employment</p> <p>1.3 Determine the need for co-operation and collaboration in the workplace</p> <p>1.4 Identify <b>self development needs</b> to gain and maintain employment</p>
2 Research a range of industries	<p>2.1 Locate the major centres of the industry and the main employers within that industry</p> <p>2.2 Identify the major <b>types of employment</b> available within the industry</p> <p>2.3 Identify the <b>future employment prospects</b> for the industry</p> <p>2.4 Identify possible <b>career pathways</b> within the industry</p>



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|   | 2.5   | Identify and describe the role of organisations representing workers in the industry   |
| 3 | Investigate the workplace operations of a range of workplaces | 3.1 Identify the type of enterprise and its products<br>3.2 Identify the external customers of the enterprise<br>3.3 Identify any <b>specific operating requirements</b> of the enterprise<br>3.4 Investigate <b>ways in which work is organised</b> in the enterprise<br>3.5 Describe <b>basic industrial conditions</b> relevant to a job in the industry  |
| 4 | Research an employment opportunity                            | 4.1 Use a <b>range of resources</b> to identify an employment opportunity<br>4.2 Use <b>appropriate methods</b> to research the employment opportunity<br>4.3 Identify personal strengths, weaknesses and interests in relation to the employment opportunity<br>4.4 Identify the main steps involved in applying for a job<br>4.5 Prepare a personal action plan for the employment opportunity with <b>appropriate support persons</b> |

## Required Knowledge and Skills

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

**Required Knowledge:**

- sources of information to locate information about a range of industries and workplace operations
- basic workplace policies and procedures to identify operating requirements
- resources to identify employment opportunities

**Required Skills:**

- oral communication skills to:
  - seek information from various sources about employment opportunities
  - work with support persons to identify and prepare for employment opportunities
- literacy skills to:
  - access, interpret and evaluate employment information about different industries and workplaces
  - write a personal action plan
- digital literacy skills to access and navigate digital information sources to research workplaces and employment opportunities
- numeracy skills to identify basic industrial conditions such as rates of pay, hours of work and leave entitlements
- problem solving and self management skills to identify and address employment related self development 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.

***Workplace expectations*** may include:

- development of skills
- complying with workplace policies and procedures
- appropriate behaviour
- workplace etiquette including dress codes
- effective communication
- ability to follow instructions

**Strategies and behaviour** may include:

- strategies
  - taking initiative
  - motivation
  - completing work on time
  - learning new skills
- behaviour
  - dependable and responsible
  - punctual
  - co-operative
  - appropriate language

**Self development needs** may include:

- improving:
  - self image
  - self motivation
  - self confidence
  - specific skills
- clarifying aspirations

**Types of employment** may include:

- casual
- part-time / full-time
- permanent
- seasonal
- shift work
- outsourced

**Future employment prospects** may include:

- entry level positions
- opportunities for advancement / promotion
- rapid / slow growth industries
- skills shortage areas
- technological change
- climate change / green jobs
- specialised skills

**Career pathways** may include:

- skills and experience required for a range of job roles
- possible qualifications requirements for specific job roles
- career prospects / pathways into other areas

**Specific operating requirements** may include:

- WHS / OHS:
  - personal protective equipment (PPE)
  - areas of restricted access
  - reporting lines
  - housekeeping
  - emergency procedures
  - outdoor work
  - high risk work

**Ways in which work is organised** may include:

- teams
- shifts
- work roles and responsibilities
- management structures
- hours of operation
- projects
- short term contracts

**Basic industrial conditions** may include:

- wage entitlements
- leave entitlements
- hours of work
- shift work
- union representation

**Range of resources** may include:

- employment agencies/services
- online employment search sites
- newspapers
- personal contacts
- local businesses and employers

**Appropriate methods** may include:

- telephoning the company / organisation
- internet search
- reading promotional material
- reading position descriptions

**Appropriate support persons** may include:

- career counsellors
- teachers
- peers
- mentors
- family members

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- access and use information on a range of industries from appropriate sources
- develop and use knowledge of a range of industries to compare a range of occupational fields and to identify potential employment opportunities to make informed career choices
- use an action plan approach in response to employment opportunities
- assess self development needs and identify strategies to work towards them

**Context of and specific resources for assessment**

Assessment must ensure access to:

- appropriate support persons allowing for full participation for example those who can assist in responding to employment opportunities
- opportunities to visit workplaces to observe and collect information on workplace operations, and other relevant information
- appropriate sources of information relevant to industry requirements and employment opportunities
- computer hardware and software to access online resources

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- oral and/or written questioning to assess knowledge of selected industries and the employment opportunities they offer
- participation in group discussions and/or group work
- portfolio of relevant information such as industry profiles and self assessment activities

Holistic assessment with other units is recommended, for example, *VU21665 Develop an action plan for career planning* and *VU21666 Participate in job seeking activities*.

<b>Unit Code</b>	<b>VU21666</b>
<b>Unit Title</b>	<b>Participate in job seeking activities</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge required by participants to research, evaluate and apply for suitable employment. It focuses on participating in the job seeking process and evaluating the outcomes.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to participants who are seeking to gain employment or improve their employability and work readiness. It provides opportunities to participants with diverse needs to develop strategies to participate in the job seeking process.
<b>Element</b>	<b>Performance Criteria</b>
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 Gather and evaluate information on employment opportunities	1.1 Collect information on employment opportunities from a variety of <b><i>sources</i></b> 1.2 <b><i>Evaluate</i></b> the information collected according to employment interests 1.3 Make enquiries to follow up information using appropriate communication strategies
2 Access the hidden job market	2.1 Access a range of <b><i>employment advertising sources</i></b> to identify job vacancies 2.2 Identify and access <b><i>personal networks</i></b> for job opportunities 2.3 Identify opportunities to cold call a range of enterprises using <b><i>appropriate methods</i></b>
3 Identify a relevant job	3.1 Identify an appropriate position according to own skills and interest 3.2 Identify <b><i>job requirements</i></b> for the position 3.3 Obtain information on the enterprise or business

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|   | 3.4 | Gather supporting documentation according to <b><i>application requirements</i></b> |
| 4. Prepare the application                                  | 4.1 | Prepare a letter of application in response to an advertised position.              |
|   | 4.2 | Address key selection criteria in a written application.                            |
|   | 4.3 | Prepare a <b><i>simple resumé</i></b> according to <b><i>specified format</i></b>   |
|   | 4.4 | Identify and document referee details.  |
|   | 4.5 | Draft the application and seek feedback from an appropriate support person.         |
|   | 4.6 | Develop final application.  |
| 5. Participate in a job interview                           | 5.1 | Confirm <b><i>interview details and requirements</i></b>                            |
|   | 5.2 | Identify possible questions and a range of suitable answers.                        |
|   | 5.3 | Identify questions to ask the interviewer/s at the end of the interview             |
| 6. Evaluate personal performance in the job seeking process | 6.1 | Identify and seek feedback on strengths and areas of improvement                    |
|   | 6.2 | Propose strategies for improvement.   |

## Required Knowledge and Skills

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



**Required Knowledge:**

- key steps in the job seeking process to enable effective participation in the process
- language and conventions of writing job applications to enable these to be developed effectively
- different approaches in obtaining information about jobs to enable understanding of suitable modes of contact
- strategies for different types of interviews to enable effective preparation

**Required Skills:**

- literacy skills to:
  - read, interpret and evaluate information from a range of employment sources
  - write a job application using conventional language and spelling
- oral communication skills to:
  - make inquiries concisely, clearly and at the appropriate time
  - make timely and appropriate telephone contact using clear and concise language
  - participate in a job interview using appropriate communication techniques to answer questions, clarify information and seek information
- numeracy skills to identify date, time, location of job interviews and to meet application requirements such as closing date for application and length of resumé
- digital literacy skills to access information about job opportunities and to prepare an electronic resumé and job application
- problem solving skills to:
  - select and apply personal presentation style appropriate to the position
  - evaluate information on job opportunities, select relevant information to match strengths and organisational needs and match own skills to selection criteria
- planning and organising skills to:
  - follow up work information through a variety of means
  - access and organise documentation required to support a job application
- self management skills to:
  - seek and respond to feedback on job application
  - evaluate own performance in order to make improvements

**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** may include:

- newspapers
- specific websites
- employment agencies

**Evaluation** may include:

- the participant's preferences
- skills
- aptitudes
- qualifications experience
- conditions of employment
- future employment opportunities

**Employment advertising sources** may include:

- internet sites:
  - enterprise sites
  - job search sites
  - industry association sites
- local newspapers
- community noticeboards

**Personal networks** may include:

- family
- social / recreational
- educational
- social media

**Appropriate methods** may include:

- telephone
- email / letter
- personal contacts
- timing of approach
- personal presentation
- clear and concise communication

**Job requirements** may include:

- role of the position in the organisation/enterprise
- previous experience
- location
- hours of work
- drivers licence / own transport
- level of education/qualifications

**Application requirements** may include:

- online application process
- modes of contact including online
- format / presentation
- content
- referees

**Simple resumé** may include:

- completion of a form
- key headings with dot points
- short paragraph
- personal details
- brief profile of work and education history
- volunteer work

**Specified format** may include:

- electronic or hard copy pro forma
- size and type of documents

**Interview details and requirements** may include:

- time / date / place
- type of interview:
  - group / panel
  - one on one
- dress / personal 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 Accreditation Submission.

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

Assessment must confirm the ability to:

- use knowledge of the job seeking process to access and evaluate employment information in order to apply for jobs within defined time frames and according to job seeking procedures
- select appropriate modes of contact to access and follow up information on job opportunities
- apply appropriate communication techniques to participate in a job interview and evaluate own performance to make improvements

**Context of and specific resources for assessment**

Assessment must ensure access to:

- appropriate support persons who can assist with job applications and interview skills
- appropriate sources of information on employment opportunities
- computer hardware and software to access information about job vacancies and prepare resumés

**Method(s) of assessment**

The following assessment methods are suitable for this unit:

- oral and/or written questioning to assess knowledge of the key steps in the job seeking process
- portfolio consisting of:
  - sources of information accessed, collected and evaluated
  - job applications
  - resumé
  - self assessment activities
  - research activity
- simulated role play of an interview situation

Holistic assessment with other units is recommended, for example, VU21665 *Develop an action plan for career planning*.

<b>Unit Code</b>	<b>VU21490</b>
<b>Unit Title</b>	<b>Organise and participate in a practical placement</b>
<b>Unit Descriptor</b>	<p>This unit describes the skills and knowledge for adult learners of English as an additional language to select, negotiate and participate in a 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"> <li>• 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</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	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.
<b>Element</b>	<b>Performance Criteria</b>
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 Discuss practical placement in an Australian workplace	<p>1.1 Note <b><i>terminology and language</i></b> used to describe practical placement in an Australian workplace</p> <p>1.2 Identify <b><i>placement requirements</i></b></p> <p>1.3 Discuss possible options with <b><i>relevant person/s</i></b></p> <p>1.4 Identify potential barriers or <b><i>problems</i></b></p>

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|  | 1.5 | List preferences and priorities in relation to practical placement                          |
| 2 Prepare to negotiate a practical placement                 | 2.1 | Research possible workplaces for placement  |
|  | 2.2 | List own skills, knowledge and experience in relation to preferred options                  |
|  | 2.3 | Prepare <b>documentation</b> for preferred options  |
|  | 2.4 | Use terminology and language appropriate to the industry and workplace                      |
| 3 Negotiate practical placement                              | 3.1 | Identify and contact preferred workplaces   |
|  | 3.2 | Participate in a <b>formal conversation</b> if required                                     |
|  | 3.3 | Identify <b>employer expectations</b>   |
|  | 3.4 | Discuss own skills, knowledge, experience and expectations of the placement                 |
|  | 3.5 | Present prepared documentation  |
|  | 3.6 | Make arrangements for work placement  |
| 4 Participate as a member of the workplace under supervision | 4.1 | Complete workplace tasks in accordance with <b>workplace health and safety requirements</b> |
|  | 4.2 | <b>Follow work routine</b> as directed  |
|  | 4.3 | <b>Communicate in the workplace</b> as required   |
|  | 4.4 | Locate <b>workplace supports</b> and access if required                                     |
|  | 4.5 | Document work routine and <b>record experience</b> as appropriate                           |
| 5 Debrief and evaluate work experience                       | 5.1 | Review main aspects of the work experience  |
|  | 5.2 | Assess personal <b>strengths and weaknesses</b> in relation to the placement                |
|  | 5.3 | Re-establish goals for enhancement of work related skills                                   |
|  | 5.4 | Formulate an action plan for meeting career goals   |

## 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 e.g. industry and workplace requirements, own skills, knowledge and experience in relevant industry or workplace
- vocabulary which is sufficiently broad to encompass straight forward employment-related needs
  - to get the gist of conversations which are clear and straightforward
  - to participate in everyday transactions
- conventions in conversation e.g. 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
- 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
- a range of verbal and non verbal strategies and conventions in conversation
- features of text organisation, e.g. appropriate for a CV and covering letter
- aspects of Australia's multicultural society and cultures, particularly as apply to Australian workplaces
- common colloquialisms
- recognition of some inferred meaning e.g. logical, contextual, paralinguistic e.g. 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.

***Terminology and language*** may include:

- vocabulary relevant to a practical placement
- language appropriate to practical placement, e.g. a range of modals and modal forms

***Placement requirements*** may include:

- completing required forms
- obtaining necessary permission signatures
- complying with OHS / WHS requirements

**Relevant person/s** may include:

- teacher / mentor
- spouse / partner
- parent
- peer

**Problems** may include:

- unreasonable employer expectations
- unlawful or unsafe directions

**Documentation** may include:

- Curriculum Vitae listing previous education and work experience
- covering letter which includes highlighting the reasons for your interest in the placement
- letters from referees

**Formal conversation** 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 straight-forward 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:

- OHS / WHS legislation
- codes of practice
- anti discrimination
- industrial relations
- seating
- manual handling
- hazard identification
- PPE – personal protective equipment
- dangerous goods
- personal safety requirements

**Follow the work routine** may include:

- working in teams
- following directions
- completing tasks as instructed

**Communicate in the workplace** may include:

- spoken communication e.g. asking for assistance or clarification, following or giving instructions, liaising with customers
- reading workplace information, identifying the context and purpose, and the main idea, e.g. signs, operating procedures, policies
- completing workplace documentation, applying conventions appropriately, e.g. in templates, messages or shift reports

**Workplace supports** may include:

- policies
- programs or persons responsible for issues in the workplace e.g. 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 Accreditation Submission.

**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, organise and participate in a work placement program
  - source workplace information
  - respond to and interpret a range of workplace instructions and seek assistance as appropriate
  - evaluate a practical placement

**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
  - a bilingual dictionary, and / or an English-English dictionary
- a workplace environment
- access to mentors and other people in the workplace
- access to digital devices to prepare documentation or the workplace

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

- contextual support, e.g. 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 assessment methods are suitable for this unit:

- portfolio of documentation relevant to workplace participation
- observation of speaking and listening skills in formal exchanges
  - third party reports from other teachers / support workers and / or peers detailing performance
- photographs or other visual evidence of participation in the workplace
- self assessment of performance
- verbal questioning / interviews to assess the learner's own evaluation of the work experience
- verbal questioning to confirm linguistic, sociolinguistic and cultural knowledge

<b>Unit Code</b>	<b>VU21864</b>
<b>Unit Title</b>	<b>Set study goals and plan education pathway</b>
<b>Unit Descriptor</b>	This unit describes the required skills and knowledge to research, plan and review a study pathway for tertiary study.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to persons who are seeking to enter tertiary study through alternative pathways and who need to familiarise themselves with the range of options and requirements for further study in order to make appropriate choices.
<b>Element</b>	<b>Performance Criteria</b>
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 range statement. Assessment of performance is to be consistent with the evidence guide.
1 Access information for tertiary study	<p>1.1 Investigate <b><i>sources of information</i></b> to support transition to tertiary study</p> <p>1.2 Identify opportunities to participate in activities to support transition to further study</p> <p>1.3 Research available support services and their role</p> <p>1.4 Investigate <b><i>factors which may impact on transition to tertiary education</i></b> and strategies to address these</p>
2 Research a selected field of study to establish eligibility	<p>2.1 Identify and access <b><i>appropriate resources</i></b> and select relevant information about study options</p> <p>2.2 Analyse information about options</p> <p>2.3 Select <b><i>field of study</i></b> from range of options</p> <p>2.4 Rank study options</p>
3 Examine course requirements for selected field of study	<p>3.1 Examine <b><i>entry requirements</i></b> from a range of institutions</p> <p>3.2 <b><i>Review personal circumstances, skills and achievements</i></b> against entry requirements</p>

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|  | 3.3 | Review own educational history and current skills  |
|  | 3.4 | Identify <b>options for direct application</b> for selected courses at institutions of interest  |
|  | 3.5 | Analyse <b>course specific requirements</b> for direct entry   |
| 4 Investigate responsibilities as a tertiary education student         | 4.1 | Research <b>academic expectations</b> for tertiary study   |
|  | 4.2 | Investigate <b>strategies for time and task management</b>   |
|  | 4.3 | Apply strategies for time and task management  |
|  | 4.4 | Investigate strategies to develop independent learning   |
|  | 4.5 | Apply strategies to develop independent learning   |
| 5 Design and implement a study pathway plan                            | 5.1 | Research and select preferred study option according to own goals  |
|  | 5.2 | Use selected study option to plan study pathway  |
|  | 5.3 | Establish a <b>timeline of priorities and activities</b> according to required deadlines   |
|  | 5.4 | Gather and document <b>required documentation for study pathway</b> and arrange to complete <b>additional requirements</b> where necessary |
|  | 5.5 | Complete activities according to plan  |
|  | 5.6 | <b>Review study pathway with others</b> and make necessary adjustments to plan   |
| 6 Present study pathway plan and evaluate progress towards achievement | 6.1 | Select <b>presentation format and parameters</b>   |
|  | 6.2 | Gather supporting <b>artefacts and information</b>   |
|  | 6.3 | Develop <b>strategy for collaborative evaluation</b> of the study pathway plan   |
|  | 6.4 | Conduct presentation and collaborative review of presentation and study plan   |

## Required Knowledge and Skills

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

**Required Knowledge:**

- features of relevant higher education institutions including course and entry requirements, general course application procedures and support for student transition
- sources of information to support student transition
- purpose of and key areas covered in transition activities
- benefits of participating in transition activities
- personally relevant tertiary education course outcomes
- Tertiary Admissions Centres, such as Victorian Tertiary Admissions Centre (VTAC); Special Entry Access Schemes (SEAS)
- potential vocational pathways to preferred higher education courses

**Required Skills:**

- literacy skills to
  - locate and interpret study information and entry requirements in online and paper based texts
  - interpret and respond to information about course application processes
  - access and interpret information about transition to tertiary study
- technology skills to
  - access online transition and study information
  - record and manage information online such as pathway diagrams, e-portfolios
- planning and organising skills to:
  - summarise ideas and information
  - collect and organise information
  - design a study pathway plan
  - meet deadlines and obligations
- problem solving skills to
  - locate and select relevant study information
  - locate and approach relevant personnel such as careers advisors
  - prepare documentation according to course application requirements
  - match course outcomes to long term goals for future employment or study pathways
- communication skills to
  - seek feedback and review study plan
  - access support services
- self-management skills to plan an individual study pathway and establish and manage study priorities
- team work skills to collaborate on 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.

**Sources of information** may include:

- university websites
- student portals
- study guides
- campus maps
- current or past students
- student support services

**Factors which may impact on transition to tertiary education** may include:

- previous experience with education
- lengthy absence from education
- family responsibilities
- work commitments
- course expectations

**Appropriate resources** may include:

- university and vocational training provider websites
- on-line data bases related to study and employment
- career counsellors
- training organisation materials and open days
- education/ careers sections in newspaper and online
- Tertiary Admission Centre Guides such as VTAC Guide
- study guides for areas of interest

**Field of study** may include:

- engineering
- law
- fine arts
- performance art
- commerce
- biomedicine
- science
- education

**Entry requirements** may include:

- Tertiary Admission Centre guidelines, e.g. VTAC
- SEAS (Special Entry Access Scheme)
- minimum requirements
- age limits
- those for special entry categories such as difficult family circumstances, disability or long term medical condition
- statement of support from health professional, responsible person
- certificated copies of documents
- interviews
- STAT (Special Tertiary Admissions Test)
- statement of interest
- evidence of study or work history
- course specific requirements
- personal impact statement
- portfolio of samples
- e-portfolio
- references
- forms requiring completion
- statutory declarations
- special requirements for example. need for a note-taker



***Review personal circumstances, skills and achievements*** may include:

- researching any additional skills requirements of learning options
- personal circumstances - educational, financial social or medical barriers to accessing education pathways
- review of work, volunteer or recreational experience
- formal and informal learning experiences
- identifying gaps in own underpinning skills and knowledge
- identifying referees or champions
- collection of artefacts, documents to support application
- arranging interviews with career advisors, course coordinators
- documenting employability skills
- completion of study

***Options for direct application*** may include:

- special admission
  - mature age consideration
  - recognition as an Indigenous Australian
  - applicants from rural or isolated areas
  - non-English speaking background
  - difficult living circumstances
- recognition of prior learning

***Course specific requirements*** may include:

- supplementary information
- going to an interview, audition, information session and/or workshop
- submitting a folio
- undertaking a test
- application timelines

**Academic expectations** may include:

- taking responsibility for own learning
- planning for study time
- undertaking independent reading and research
- attending lectures
- preparing for and participating in tutorials
- reflecting on learning
- setting goals
- working with mentors

**Strategies for time and task management** may include:

- prioritising study tasks
- creating study planners
- breaking down tasks into sections.
- planning assignments

**Timeline of priorities and activities** may include:

- short and long term goals on a timeline related to dates due for applications
- actions and activities to be undertaken, including open days to attend, information to collect
- personnel to approach for advice
- contingency plans

**Required documentation for study pathway and additional requirements** may include:

- short term study goals
- long term study goals
- courses and content
- location of courses
- cost of courses
- length of course
- employment opportunities
- course pathways
- specific entry requirements
- sources of information about further study

**Review study pathway with others** may include:

- peer evaluation
- seeking guidance and advice from careers advisers
- working with mentors
- arranging interviews with university personnel to clarify requirements
- seeking advice from teachers / family members / current university students
- asking someone to help with editing / correction of grammar

**Presentation format** may include:

- formal presentation with PowerPoint,
- interview / panel
- group discussion

**Parameters** may include:

- time limit
- collaborative or solo presentation
- scheduling / date(s)

**Artefacts and information** may include:

- CV
- certificates
- portfolio pieces
- documents
- samples
- third party reports, references
- personal philosophy

**Strategy for collaborative evaluation** may include:

- peer evaluation
- asking for feedback from careers advisers, other support persons
- filling in observation sheet
- post presentation discussion
- recording session and conducting post review

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- source and investigate information available to support student transition to tertiary education
- use information including that about student support services to investigate responsibilities as a learner including:
  - task and time management
  - independent learning
- use information available to investigate strategies to address potential barriers to transition to tertiary education
- research pathway options
- assess eligibility and make course selection
- research application procedures using support as required
- present and review study pathway plan in collaboration with others

**Context of and specific resources for assessment**

Assessment must ensure:

- access to information about student transition and student services
- access to careers information and advice
- access to online resources

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- verbal questioning about transition information and activities available to students transitioning to tertiary education
  - academic expectations for participation in tertiary study
  - strategies to develop independent learning
- evaluation of documented pathway and supporting documents
- review of reflective journal, notes from open days, career interviews
- evaluation of presentation

<b>Unit Code</b>	<b>VU22065</b>
<b>Unit Title</b>	<b>Conduct and present simple scientific research</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to undertake and report on simple scientific experiments and investigations.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who are undertaking experiments/observations in different areas of Science (Chemistry, Physics or Biology) according to their intended destinations.
<b>Element</b>  Elements describe the essential outcomes of a unit of competency. Elements describe actions or outcomes that are demonstrable and assessable.	<b>Performance Criteria</b>  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 Conduct a simple scientific <i>experiment</i>	1.1 Identify a <b><i>scientific concept/model/theory</i></b> for investigation  1.2 Identify a <b><i>scientific method</i></b> to investigate the scientific concept/model/theory  1.3 Perform a <b><i>simple experiment</i></b> relating to the scientific concept/model/theory  1.4 Record and analyse the results of the experiment  1.5 <b><i>Present the findings of the experiment using appropriate scientific terminology</i></b>
2 Conduct a simple investigation of a scientific issue	2.1 Identify an <b><i>issue</i></b> of scientific interest which has contributed to society  2.2 Identify the <b><i>area of science</i></b> which underpins the issue  2.3 Investigate the <b><i>impact</i></b> of the issue on society  2.4 Record the results of the investigation using <b><i>appropriate scientific terminology</i></b>  2.5 Present the <b><i>findings of the investigation</i></b> using appropriate scientific terminology

## Required Knowledge and Skills

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

### Required Knowledge:

- terminology to describe scientific issues and the impact of scientific issues
- basic scientific research methods
- impact of science on different areas of society

### Required Skills:

- communication skills to discuss and present research findings
- problem solving skills to use scientific method to measure, record and explain results in simple experiments
- literacy skills to present information in tabular and graphical form
- numeracy skills to interpret data in simple graphs or information in a table
- planning and organising skills to gather, select and organise information effectively

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

***Scientific concept/model/theory*** may include:

- internal combustion engine
- electricity
- solar system
- classification of living things
- astronomy
- periodic classification of the elements
- radioactivity

***Scientific method*** may include:

- observation
- classification
- experimentation
- construction of hypotheses
- testing of hypotheses

**Simple experiments** may include:

- reading a scale and/or colour matching
- reading linear scales e.g. burette or thermometer
- reading dials on meters e.g. multi-range milliammeter
- reading digital displays e.g. pH meter
- colour matching e.g. universal indicator, nitrate tester
- observing simple chemical reactions
- observing biological samples using a microscope
- classifying simple living things
- classifying common substances using indicators or appropriate key.

**Presentation** may include:

- a written report following required format
- graphs and tables
- an oral presentation

**Findings of an experiment** may:

- be a summary of issues of key issues/observations
- address the impact on personal experience or the community and lessons learned
- address social, cultural or ethical factors relating to the area of science underpinning the issue of scientific interest

**Appropriate scientific terminology** may include:

- language associated with scientific method such as evidence, observe, aim, hypothesis, results, conclusions, recommendations, ethics, field or activity report, laboratory report
- terminology appropriate to the area of science being investigated
- general terms such as cell, atomic, nuclear, solar, heredity, genetic, energy, ergonomic, experimental subjects, placebo

**Issues** may include:

- carbon dioxide, greenhouse effect and temperature rises
- ergonomics in the workplace
- use and abuse of medications
- technology and artificial intelligence
- bio-chemistry and immunisation
- Minimal Intervention Models being introduced in modern medical treatment regimes
- sound technology and MRI decreasing our dependence on x-rays
- space stations and future travel
- weapons research including biological and chemical weapons
- drug testing on humans and sportspeople
- transplant technologies
- advancement in movie cameras or 3D virtual reality
- genetic connection to an illness
- cloning
- stem cell research
- genetic engineering
- impact of diet on specific health issues.

**Area of science** may include:

- a branch of science such as: archaeology, astronomy, biochemistry, biology, biotechnology, chemistry, cosmology, meteorology, physics, microbiology
- combinations of areas of science in an application such as: biological and psychological understanding of human endurance applied to occupational health and safety in working environments
- principles of science such as: conservation, achievement of equilibrium/balance, transfer and transformation of energy, levers/inclined plane applied to simple machines/toys
- applications of science:
  - technology such as telecommunications, electricity, calculators, plastics, flight and aviation
  - substance such as drugs (insulin, Ventolin, antibiotics, morphine) catalysts in industry
  - processes such as desalination, water purification and waste management



**Impact** may include:

- cultural
- economic
- environmental
- ethical
- financial
- health and well being
- industrial
- physical
- political
- psychological
- religious
- social
- sport
- technological

**Findings of an investigation** may include:

- summary of issues of key scientific importance
- impact of the issue of scientific interest on personal experience or the community and lessons learned
- impact of factors such as ethical guidelines, which may shape or constrain the scientific development which underpins the issue of scientific interest
- relevance of issue to daily lives
- social, cultural or ethical factors underpinning the issue of scientific interest

## 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:

- perform a simple scientific (chemistry, physics or biology) experiment
- record and analyse the results of the experiment
- undertake a simple investigation of the impact of a scientific issue on society, the environment or an individual
- record and analyse the results of the investigation
- present findings using appropriate scientific terminology

**Context of and specific resources for assessment**

Where possible, theoretical concepts should be supported by demonstrations and/or laboratory experiments to reinforce the links between theoretical knowledge and its practical applications

Assessment must ensure access to:

- resources and equipment

**Method(s) of assessment**

The following suggested assessment methods are suitable for this unit:

- oral or written questioning to assess knowledge of methods used in scientific research
- oral presentation of an investigation
- practical demonstration to illustrate a concept
- research assignment based on a scientific issue
- written or verbal report of an investigation

<b>Unit Code</b>	<b>VU22066</b>
<b>Unit Title</b>	<b>Develop study skills for science</b>
<b>Unit Descriptor</b>	This unit describes the skills and knowledge to establish a range of study strategies and develop specific study skills for science.
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who are seeking to re-engage with learning in the science field as a pathway to entering or re-entering formal study in science related disciplines.
<b>Element</b>	<b>Performance Criteria</b>
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 Develop effective study strategies for science	1.1 Source information about <b>effective study strategies</b> 1.2 Apply study strategies and techniques to science tasks 1.3 Identify and use <b>tools</b> to aid study 1.4 Investigate available study support services 1.5 Apply <b>study skills and techniques</b> to relevant study tasks
2 Develop note-taking skills	2.1 Use a range of techniques to highlight key information 2.2 Use a <b>range of note-taking techniques and methods</b> 2.3 Take accurate notes
3 Apply critical thinking skills to respond to study tasks	3.1 Determine the purpose and audience for the <b>study task</b> 3.2 Identify key science terms and concepts for the task 3.3 Determine <b>types of input</b> needed to complete the task

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|   | 3.4   | Examine science concepts using <b><i>critical thinking skills</i></b>  |
|   | 3.5   | Seek advice from others in determining response to the task  |
| 4 | Participate in group activity to complete study tasks | 4.1 Apply <b><i>collaborative techniques</i></b> to analyse task<br>4.2 Allocate roles and responsibilities<br>4.3 Produce a timeline for stages of completion<br>4.4 Establish group work protocols<br>4.5 Complete collaborative tasks |

### Required Knowledge and Skills

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

- Required knowledge:
- sources of information on effective study strategies
- study support services
- Required Skills:
- communication skills to collaborate with other learners
- organisational skills to identify and apply effective study strategies
- literacy skills to take accurate notes
- problem solving skills to manage time and prioritise tasks and information

### Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.

- Effective study strategies*** may include:
- time management
  - prioritising work loads
  - listening and reading techniques
  - record keeping, organizing information

- Tools*** may include:
- study diary
  - weekly planner
  - online organising tools, file management methods

**Study skills and techniques** may include

- writing up experiment results
- brainstorming, mind maps
- interpreting data/statistics
- skimming and scanning information
- evaluating evidence
- organizing information
- synthesizing information
- identifying key questions

**Range of note-taking techniques and methods** may include:

- note-taking from workshops and text references
- highlighting, underlining, abbreviations, acronyms and short cuts, paraphrasing, skimming and summarising, key words

**Study task** may include:

- report writing
- verbal presentations / talks
- experiments
- research

**Types of input** may include:

- notes from workshops
- discussions and activities
- collaboration with peers
- drafting and planning
- collection of data
- planning time frames

**Critical thinking skills** may include:

- evaluation of statements and claims
- comparing and contrasting
- investigating application of a theory to a context
- investigating validity of statements
- identifying strengths and weaknesses
- analysing data
- problem, solution
- determining type of response required

**Collaborative techniques** may include:

- brainstorming topic and task
  - listing any ideas triggered by the question and questions you need to answer
  - possible lines of thought, research or argument
  - any evidence you are aware of to support possible arguments
  - agreeing on words you must define.
- listening to others
- asking questions
- allowing others time to respond
- rewording questions
- problem solving
- supporting others
- team based learning
- peer assisted study sessions

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the Accreditation Submission.

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

Assessment must confirm the ability to:

- identify and apply study strategies and use tools and techniques to aid effective study for a range of study tasks in the science field
- complete study tasks by applying collaborative techniques

### Context of and specific resources for assessment

Assessment must ensure:

- allowance of sufficient time for learners to develop and apply their study skills to a range of tasks
- access to sources of information on study strategies

### Method(s) of assessment

The following methods of assessment are suitable for this unit:

- portfolio of notes used to complete study tasks
- oral or written questioning to assess knowledge of effective study strategies
- third party reports from teachers confirming the learner's ability to apply study skills relevant to specific outcomes

<b>Unit Code</b>	<b>VU22073</b>
<b>Unit Title</b>	<b>Research scientific fields of study</b>
<b>Unit Descriptor</b>	This unit describes the knowledge and skills to research a scientific field of study in a tertiary learning environment
<b>Employability Skills</b>	This unit contains employability skills.
<b>Application of the Unit</b>	This unit applies to learners who are preparing for study in the science or science related disciplines at a tertiary level.
<b>Element</b>	<b>Performance Criteria</b>
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 Research a scientific field of study	<p>1.1 Identify <b>scientific fields of study</b> available in tertiary environments</p> <p>1.2 Select a field of study for investigation</p> <p>1.3 Describe the field of study and areas of <b>specialisation</b></p> <p>1.4 Examine the core subject matter and areas of specialisation</p> <p>1.5 Describe <b>forms of enquiry</b> and research methods used in the field of study</p>
2 Use on-line technologies for researching a field of study	<p>2.1 Source information using academic databases and search engines</p> <p>2.2 Cross –check Information using alternative sources and accepted authorities</p> <p>2.3 Examine online texts for reliability and quality of evidence and argument</p> <p>2.4 Examine online resources for consistency with academic discourse and conventions.</p>
3 Use online technology to examine a journal article	<p>3.1 Access journal article abstracts using academic databases</p> <p>3.2 Select and access a peer reviewed journal article</p>

	3.3	Describe the peer review process
	3.4	Examine the research methods and the subject matter presented in the journal article
4 Deliver a presentation on field of study examined	4.1	Identify audience and purpose of the presentation
	4.2	Structure and organise presentation to fit time available
	4.3	Source images appropriate to purpose and sequence logically
	4.4	Source supporting material as required
	4.5	Use delivery register appropriate to audience and communicate clearly and succinctly
	4.6	Respond to questions and discussion

## Required Knowledge and Skills

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

### Required Knowledge:

- fields of study available at Australian universities
- online technologies and their applications
- the purpose of peer review of journals
- research methods specific to fields of study
- presentation techniques and protocols

### Required Skills:

- oral skills to communicate verbally for presentations
- research skills to source, examine and compare information
- literacy skills to summarise and paraphrase academic texts
- digital literacy skills to access information using online technologies
- problem solving skills to critically assess reliability and quality of online evidence

## Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold / italicised wording in the Performance Criteria is detailed below.



**Scientific fields of study** may include:

- biological sciences
- physical sciences
- chemical sciences
- earth sciences

**Specialisations** may include:

- aeronautics
- anatomy
- astronomy
- biochemistry
- biology
- biotechnology
- botany
- chemistry
- ecology
- engineering
- environmental science
- food technology
- forestry
- genetics
- geology
- geography
- health
- information technology
- laboratory technology
- mechanics
- meteorology
- microbiology
- nursing
- nutrition
- pathology
- physics
- physiology
- renewable energy
- zoology

- Forms of enquiry** may include:
- laboratory research
  - text based research
  - action research
  - quantitative research
  - qualitative research
  - case-studies
  - workplace/community investigation
  - archaeological investigation
  - longitudinal surveys
  - poll sampling

## 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:

- obtain information about scientific fields of study from a variety of sources
- use online technologies, specifically search engines and online authoring tools to research a scientific field of study
- make a presentation on a scientific field of study

### Context of and specific resources for assessment

Assessment must ensure access to:

- library resources to access information about fields of study
- course directories
- field of study guides
- internet access and printing facilities
- computers and word processing software

### Method(s) of assessment

The following suggested assessment methods are suitable for this unit:

- portfolio of research information for selected scientific field of study
- written or oral questioning to establish knowledge of field of study
- presentation on selected field of study