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ABSTRACT

This document is intended for adult education providers in Victoria, Australia, who intend to deliver courses leading to one or more of the following certificates in general education for adults: Certificate I in General Education for Adults (Foundation); Certificate II in General Education for Adults; and Certificate II in General Education for Adults (Further Study). The following topics are discussed in the introduction: general information (copyright information and licensing/franchise arrangements); course information; course names, qualifications, and information about the courses' consistency with the Australian Qualification Framework; course development (consideration of industry and market needs and review for reaccreditation); course outcomes; course structure; assessment strategy; delivery of the course; articulation and credit transfer; and ongoing monitoring and evaluation). Appended to the introduction is a series of tables detailing the alignment of the indicators of competence of the National Reporting System and the learning outcomes of the Certificates in General Education for Adults (CGEA). Each of the remaining four sections, which together constitute more than 90% of the document, consists of an introduction and four modules for one of the following streams of the CGEA: reading and writing; oral communication; numeracy and mathematics; and general curriculum options. Administrative guidelines and appendices detailing annual report formats and examples conclude the document. (MN)

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ENERAL
DUCATION for
DULTS

ED 417 340

Certificate I (Foundation)

Certificate II &

Certificate II (Further Study)

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Adult Education in the Community

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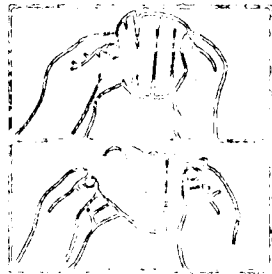
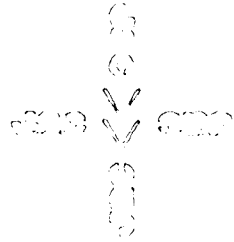
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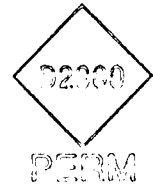
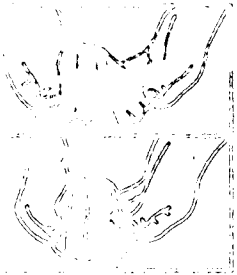
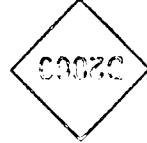
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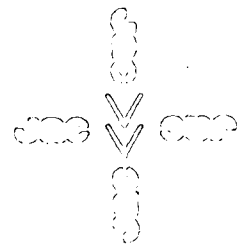
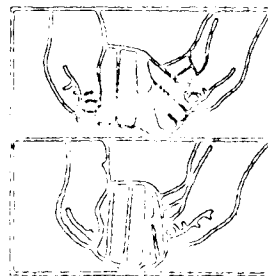
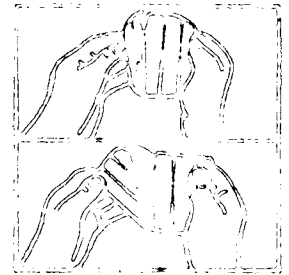
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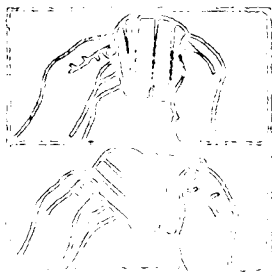
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Certificates in General Education for Adults

ISBN 0 7311 0420 X

The **Certificates in General Education for Adults** have been developed by ARIS, the Adult Education Resource and Information Service, Language Australia, on behalf of the Adult Community and Further Education Board, Victoria.

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Rialto South Tower
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Introduction: General Information

PROPONENT

Adult, Community and Further Education Board, Victoria

ADDRESS

Level 6, Rialto South Tower
525 Collins Street
Melbourne Victoria 3000

Telephone: 03 9628 3506

CONTACT DETAILS FOR PROPONENT

Ms Jenny Samms
General Manager
Adult, Community and Further Education Board

TYPE OF SUBMISSION

Reaccreditation.

The course was originally accredited by the Vocational Education and Training Accreditation Board in 1992.

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LICENSING/FRANCHISE ARRANGEMENTS

Providers wishing to deliver these courses must first enter into a licensing agreement with the Adult, Community and Further Education Board. Providers wishing to deliver this course must show evidence of quality management processes.

All enquiries regarding the licensing of the Certificates in General Education for Adults should be directed to:

Ms Jenny Samms
General Manager
Adult, Community and Further Education Board
Level 6, Rialto South Tower
525 Collins Street
Melbourne Victoria 3000

Telephone: 03 9628 3506

AVETMISS INFORMATION

ASCO (occupational type) codes

9909

ANZSIC (industry type) codes

Not applicable.

Field of study

120301 Multi-field Basic Education - General

Stream of study

| | |
|----------------------------------------------------------------|------|
| Certificate I in General Education for Adults (Foundation) | 2100 |
| Certificate II in General Education for Adults | 2100 |
| Certificate II in General Education for Adults (Further Study) | 2200 |

National course code

Not available.

Course Information

COURSE NAME(S), QUALIFICATIONS & ASF LEVEL

Course name

3 certificates are accredited within this course of study:

- | | |
|------------------------------------------------------------------|----------|
| • Certificate I in General Education for Adults (Foundation) | 2112 AFC |
| • Certificate II in General Education for Adults | 2212 AKC |
| • Certificate II in General Education for Adults (Further Study) | 2212 ALC |

ASF level

There are no industry competency standards.

Certificate I in General Education for Adults (Foundation) is consistent with level one of the Australian Qualification Framework in that competencies at this level involve:

- *breadth, depth and complexity of knowledge and skills [which] would prepare a person to perform a defined range of activities most of which may be routine and predictable, and*
- *applications may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a work team or work group.*

Certificate II in General Education for Adults and Certificate II in General Education for Adults (Further Study) are consistent with level two of the Australian Qualification Framework in that competencies at this level involve:

- *performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes,*
- *breadth, depth and complexity of knowledge and skills [which] would prepare a person to perform a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied, and*
- *applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others through members of a group or team.*

Nominal duration

- | | |
|------------------------------------------------------------------|-----------|
| • Certificate I in General Education for Adults (Foundation) | 640 hours |
| • Certificate II in General Education for Adults | 240 hours |
| • Certificate II in General Education for Adults (Further Study) | 400 hours |

COURSE DEVELOPMENT

Industry/market needs

In 1992 the State Training Board and the Adult, Community and Further Education Board collaborated on the development of the Certificates of General Education for Adults.

The accreditation period for the Certificates of General Education for Adults (CGEA) was three years, to December 1994. This was extended to December 1995. On the advice of the CGEA Course

Certificates In General Education for Adults

Monitoring and Evaluation Committee the Service Industries Curriculum Maintenance Manager (Western Melbourne Institute of TAFE) recommended to the Adult, Community and Further Education Board that the Certificates should be redeveloped for reaccreditation.

The Certificates are designed for adults who have left school early and who need to improve their literacy, basic maths and general education skills. Those who come from a language background other than English would be expected to speak some English.

The Certificates provide a curriculum framework for a general education course allowing flexible and customised courses which would meet the needs of the client group. The focus of the Certificates is on literacy, numeracy and generic key skills as defined in the Mayer Report, *Key Competencies Report: Putting General Education to Work*.

The need for the original curriculum was to:

- provide adult literacy, numeracy and basic education students with credentials recognising their competence in reading, writing, oral communication, mathematics and general education subjects
- provide education and training pathways. In Victoria no accredited basic education course existed. The growing need for training in the workplace and community required that adults who were early school leavers be given the opportunity to obtain basic skills to undertake further education, vocational or pre-vocational courses. This curriculum, with its multiple entry and exit points, provided multiple pathways and a recognised credential
- give teachers a common base for developing appropriate learning activities and courses for students. It also provided a common language for talking about teaching practice and student progress.

Further the curriculum recognised the importance of generic skills or key competencies as defined in the Mayer Report. These competencies emphasise requirements for successful participation in work, society and further education.

These needs are still relevant and current.

The Certificates have been well received. Although initially developed for use in Victoria, they are now widely used throughout Australia by TAFE, community and private providers, SkillShares and in corrections education systems.

A review which informed the reaccreditation found that the Certificates are generally seen as providing a useful framework for:

- planning curriculum
- working with students from a variety of backgrounds and varied range of skills
- allowing students to obtain formal recognition for their achievements
- providing pathways for students
- fulfilling accountability requirements.

The flexibility of the framework in not prescribing the content is seen to be an advantage allowing customisation of the content to meet the needs of a diverse groups of students in a variety of contexts: community providers, TAFE colleges, the Council of Adult Education, workplaces, Adult Migrant Education Services, correctional institutions, SkillShares and private providers in rural and urban settings.

Review for reaccreditation

The reaccreditation was informed by:

- a review of the Certificates which resulted in a paper, *CGEA Reaccreditation Review*
- information obtained through moderation sessions held four times a year from 1994.

Meetings and consultations were also held with key stakeholders and practitioners during the redevelopment of the Certificates.

Advisory groups, whose role was to offer constructive critical advice and comment on the direction of the redevelopment of the Streams and the draft document, were also established for each Stream (subject area). In some instances members of the advisory groups were asked to trial aspects of the course.

The Steering Committee for the redevelopment of the CGEA was the CGEA Course Monitoring and Advisory Committee. The members of this group were:

- Ms Linda Cutting (chair)
Swinburne University of Technology
- Ms Sara Coward/Ms Judith Miralles
Adult, Community and Further Education Division
Office of Training and Further Education
- Ms Cathy Donovan
Swinburne University of Technology/Hawthorn Community Cluster
- Ms Lois Drummond
Kerang Learning Centre
- Mr Daryl Evans
Western Melbourne Institute of TAFE
- Ms Lynne Fitzpatrick
Council of Adult Education/Language Australia
- Ms Heather Haughton
Victorian Adult Literacy and Basic Education Council
- Ms Diane Hawken
Narre Neighbours Adult Literacy and Learning Centre
- Mr Sam Jackson
Return to Studies Department
Council of Adult Education
- Ms Sally Polack
VCE & General Studies Department
Box Hill Institute of TAFE
- Ms Judith Walker
Eastern Region of Adult, Community and Further Education
- Ms Ewa Watson
Western Melbourne Institute of TAFE

This Steering Committee met three times during the life of the project.

COURSE OUTCOMES

Course outcomes

Students who undertake this course will be native English speakers or multi-lingual adults who speak at least some English but whose basic education is incomplete. The course aims to provide them with:

- an accredited general education course at AQF Levels 1 and 2
- skill development in reading, writing, numeracy, oral communication and generic skills to meet personal needs and facilitate participation in the community, workplace and further education and training
- pathways to further education and training.

Competency standards

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

The four levels of the Reading and Writing and Oral Communication Streams align with Levels 2 - 5 of the National Reporting System. In the Numeracy and Mathematics Stream the four levels align with Levels 1 - 5 of the National Reporting System.

Appendix A indicates the alignment between the Indicators of Competence from the National Reporting System and the Learning Outcomes of the CGEA.

General competencies

The General Curriculum Options Stream of the CGEA is based on the Mayer Key Competencies, generic skills essential for effective participation in work, further education and daily life. These competencies are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

Another competency is added to the General Curriculum Options Stream, that of 'cultural understanding'. This was flagged in the Mayer Report as needing to be recognised as an essential part of the foundation for the Key Competencies. Although this competency is incorporated into the other seven Key Competencies, it is included in the General Curriculum Options Stream as a separate competency in order to make the required knowledge and skills explicit.

The Key Competencies Report described the competencies at three levels of performance, whereas the CGEA operates at 4 levels.

Mayer's performance level 1 is relatively sophisticated when compared with the competencies described in the other streams of the CGEA. To allow students maximum flexibility in attaining mastery in the Mayer level 1 competencies, this level has been adapted for use in Levels 1 and 2 of the General Curriculum Options Stream of the CGEA.

Levels 2 and 3 of the Mayer Performance Criteria align with Levels 3 and 4 of the CGEA.

| Key Competencies | CGEA Modules |
|-------------------------------|--------------|
| Performance Level 1 - adapted | GCO 1 |
| Performance Level 1 | GCO 2 |
| Performance Level 2 | GCO 3 |
| Performance Level 3 | GCO 4 |

Key competencies performance levels

Performance Level 1 describes the competencies needed to undertake activities efficiently and with sufficient self-management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

Performance Level 2 describes the competencies needed to manage activities requiring the selection, application and integration of a number of elements and to select from established criteria to judge quality of process and outcome.

Performance Level 3 describes the competencies needed to evaluate and re-shape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Recognition given to the course

Not applicable.

Licensing/regulatory requirements

Not applicable.

COURSE STRUCTURE

Outline of course structure

The course structure is a framework from which 3 credentials are possible:

- Certificate I in General Education for Adults (Foundation)
- Certificate II in General Education for Adults
- Certificate II in General Education for Adults (Further Study).

Within this course framework there are four streams or subject areas at four different levels of study:

- Reading and Writing I, II, III, IV
- Oral Communication I, II, III, IV
- Numeracy and Mathematics I, II, III, IV
- General Curriculum Options I, II, III, IV which provide the means of delivering generic key skills or being a vehicle for subjects such as science, Koorie studies, vocational skills, creative arts, study skills etc.

| Core Modules | | |
|--------------|-------------------------------|---------------|
| Module Code | Module Name | Nominal Hours |
| NM1000 | Numeracy and Mathematics I | 80 |
| NM2000 | Numeracy and Mathematics II | 80 |
| RW1000 | Reading and Writing I | 80 |
| RW2000 | Reading and Writing II | 80 |
| OC1000 | Oral Communication I | 80 |
| OC2000 | Oral Communication II | 80 |
| GCO1000 | General Curriculum Options I | 80 |
| GCO2000 | General Curriculum Options II | 80 |

| Elective Modules | | |
|------------------|-------------------------------|---------------|
| Module Code | Module Name | Nominal Hours |
| NM3000 | Numeracy and Mathematics III | 80 |
| RW3000 | Reading and Writing III | 80 |
| OC3000 | Oral Communication III | 80 |
| GCO3000 | General Curriculum Options I | 80 |
| NM4000 | Numeracy and Mathematics IV | 80 |
| RW4000 | Reading and Writing IV | 80 |
| OC4000 | Oral Communication IV | 80 |
| GCO4000 | General Curriculum Options IV | 80 |

The modules within a stream are sequential but students do not have to enter at Level 1 and work their way to exit Level 4. Flexible entry and exit points allow prior knowledge and skills to be taken into account.

Structure of streams

Reading and Writing Stream

This stream is organised to correspond to the four main social contexts in which we function within Australian society: family and social life; workplace and institutional settings; education and training contexts; and community and civic life.

The four domains or types of literacy corresponding with these social contexts are:

- **Literacy for self expression:** focuses on aspects of personal and family life, and the cultures which shape these.
- **Literacy for practical purposes:** focuses on forms of communication mainly used in workplace and institutional settings and in communications with such organisations.
- **Literacy for knowledge:** focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training.
- **Literacy for public debate:** focuses on matters of public concern, and the forms of argument, reason, and criticism used in the public arena.

The four literacy domains are not autonomous. Each literacy domain contains traces of other domains. For people to be able to actively participate in all social contexts they need to have competence in all the domains.

These domains are covered in each Reading and Writing Module.

Oral Communication Stream

Oral language is used for a range of different purposes in social life. The learning outcomes in the Oral Communication Stream are organised around some of these purposes:

- Active Listening
- Oracy for Practical Purposes
- Oracy for Exploring Issues and Problem Solving.

Active Listening covers the non-interactive incidents of listening when the participant's role is primarily as receiver of information, eg. listening to the radio, watching TV, listening to a guest speaker.

Oracy for Practical Purposes is organised around transactions and covers exchanging and obtaining goods and services, giving instructions, gathering and providing information, and giving an oral presentation

Oracy for Exploring Issues and Problem Solving is organised around discussions oriented towards problem solving or exploring issues. Examples can range from a class discussion about an issue in the news to discussions about reallocating domestic responsibilities in a family setting.

These three areas or purposes of oracy are covered in each Oral Communication Module.

Numeracy and Mathematics Stream

The purposes and functions of numeracy within society are the organising principles of the Numeracy and Mathematics Stream.

Numeracy for Practical Purposes addresses aspects of the physical world to do with designing, making and measuring.

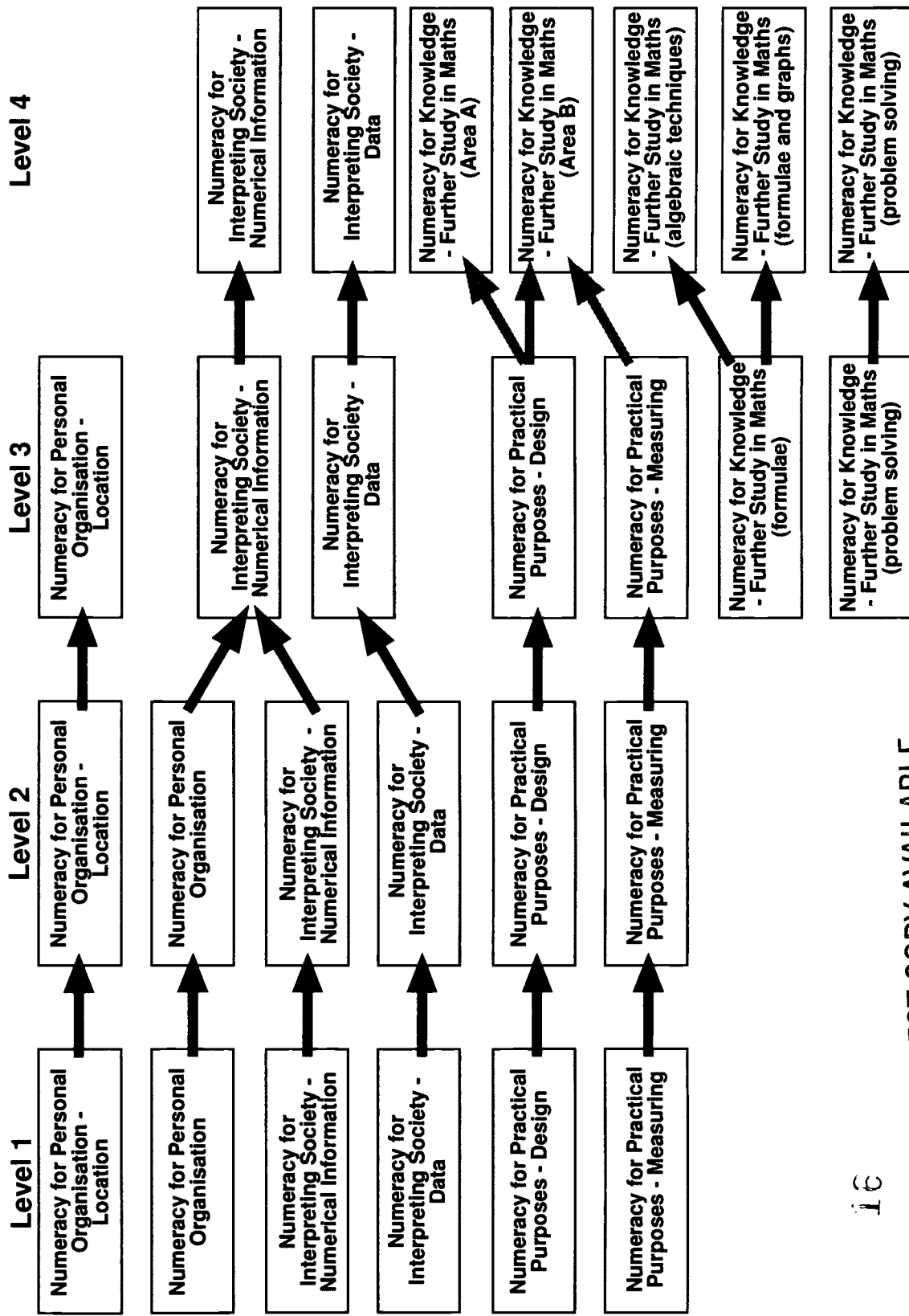
Numeracy for Interpreting Society relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.

Numeracy for Personal Organisation focuses on the numeracy requirements for the personal organisational matters involving money, time and travel.

Numeracy for Knowledge is introduced at level 3. It deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

In most cases these functions or purposes are divided into more than one Learning Outcome at each level. Diagram 1 indicates the Learning Outcomes at each level or module of the Numeracy and Mathematics Stream of the CGEA.

Diagram 1: the Learning Outcomes of the Numeracy and Mathematics Stream of the CGEA.



General Curriculum Options Stream

The General Curriculum Options Stream uses the seven generic competencies described in the *Key Competencies Report: Putting General Education to Work* developed in 1992 by the Mayer Committee:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

Another competency is added to the General Curriculum Options Stream, that of 'cultural understanding'. This was flagged in the Mayer Report as needing to be recognised as an essential part of the foundation for the Key Competencies. Although this competency is incorporated into the other seven Key Competencies, it is included in the General Curriculum Options Stream as a separate competency in order to make the required knowledge and skills explicit. For the purposes of creating a learning outcome for the General Curriculum Options Stream the term 'cultural understanding' has been replaced with 'identify, analyse and apply the practices of culture.'

'Identify, analyse and apply the practices of culture' focuses on the capacity to use an understanding of the cultures and cultural issues applying in a given context.

These competencies describe the skills essential for effective participation in work, further education and daily life.

This Stream can be used flexibly to offer general subjects that meet the needs and reflect the strengths and interests of students while enabling them to demonstrate the key competencies or it can be integrated with other Streams.

At each level students need to be assessed on three learning outcomes out of the eight.

Requirements to receive the qualification

The Certificate I in General Education for Adults (Foundation) is granted when a student completes the core modules or successfully demonstrates competence at Level 2 in all four streams.

Diagram 2: Certificate I in General Education for Adults (Foundation)

| STREAMS | | | | |
|---------|-------------------------|------------------------|------------------------------|--------------------------------|
| Level 4 | Reading and Writing IV | Oral Communication IV | Numeracy and Mathematics IV | General Curriculum Options IV |
| Level 3 | Reading and Writing III | Oral Communication III | Numeracy and Mathematics III | General Curriculum Options III |
| Level 2 | Reading and Writing II | Oral Communication II | Numeracy and Mathematics II | General Curriculum Options II |
| Level 1 | Reading and Writing I | Oral Communication I | Numeracy and Mathematics I | General Curriculum Options I |


Certificate I in General Education for Adults (Foundation)

Certificates In General Education for Adults

Certificate II in General Education for Adults is granted after a student has completed 3 elective modules at Level 3. Students must also show competence at Level 2 in all four streams.

Diagram 3: Certificate II in General Education for Adults (an example)


| STREAMS | | | | |
|---------|-------------------------|------------------------|------------------------------|--------------------------------|
| Level 4 | Reading and Writing IV | Oral Communication IV | Numeracy and Mathematics IV | General Curriculum Options IV |
| Level 3 | Reading and Writing III | Oral Communication III | Numeracy and Mathematics III | General Curriculum Options III |
| Level 2 | Reading and Writing II | Oral Communication II | Numeracy and Mathematics II | General Curriculum Options II |
| Level 1 | Reading and Writing I | Oral Communication I | Numeracy and Mathematics I | General Curriculum Options I |

 Certificate II in General Education for Adults

The Certificate II in General Education for Adults (Further Study) is granted after a student has completed 5 elective modules at levels 3 and 4, of which at least 2 modules must be at Level 4. Students must also show competence at Level 2 in all four streams.

Diagram 4: Certificate II in General Education for Adults (Further Study) (an example)

| STREAMS | | | | |
|---------|-------------------------|------------------------|------------------------------|--------------------------------|
| Level 4 | Reading and Writing IV | Oral Communication IV | Numeracy and Mathematics IV | General Curriculum Options IV |
| Level 3 | Reading and Writing III | Oral Communication III | Numeracy and Mathematics III | General Curriculum Options III |
| Level 2 | Reading and Writing II | Oral Communication II | Numeracy and Mathematics II | General Curriculum Options II |
| Level 1 | Reading and Writing I | Oral Communication I | Numeracy and Mathematics I | General Curriculum Options I |

 Certificate II in General Education for Adults (Further Study)

At the completion of any module a student can be granted a Statement of Attainment.

Exit points

The Certificates in General Education for Adults provide multiple exit points for students:

- on completion of a single module
- on completion of multiple modules
- on completion of Certificate I in General Education for Adults (Foundation)
- on completion of Certificate II in General Education for Adults
- on completion of Certificate II in General Education for Adults (Further Study).

On-the-job training

The Certificates in General Education for Adults have been designed to allow for flexible delivery through a variety of strategies. While there is no formal on-the-job training component, students may undertake modules or learning outcomes in the context of the workplace and, in some instances, through work undertaken in the workplace. Learning outcomes in the General Curriculum Options Stream will, in particular, lend themselves to being undertaken in the context of the workplace.

Customisation

Customisation is the adapting of a course to meet the specific needs of a group or individual associated with the course. Although the learning outcomes cannot be changed the content of the curriculum can be customised to meet the needs of participants or an enterprise.

This curriculum consists of a framework of generic skills in four streams over four levels and the learning outcomes are equally valid and relevant to participants across a range of industries and community contexts. The flexibility of the framework, in not prescribing the content, is seen to be an advantage allowing customisation of the content to meet the needs of diverse groups of students (CGEA Reaccreditation Review p3).

The curriculum also provides maximum flexibility to design a study sequence to suit the specific needs of students. Students may choose to follow one or more streams to whatever level is appropriate for their learning pathways. They may also work at different levels in different streams, depending on their skill level.

Customisation can also occur if industry and enterprise based delivery providers choose to offer modules from streams that complement or enhance the content of their industry certificates. Educational organisations may also offer chosen modules to support students' skills in other accredited courses.

Entry requirements

The Certificates are designed for adults who have left school early and who need to improve their literacy, basic maths and general education skills. Those who come from a language background other than English would be expected to speak some English.

There are no formal entry requirements for a student wishing to undertake Certificate I and entry to courses is not tied to any prior formal schooling or training. Students would, however, be expected to have competency in oral English language at level 1 of the National Reporting System.

Placement at a specified level in a stream would be made based on students' current skill level.

Students entering at Certificate II level must show competence at Level 2 of the CGEA or equivalent, in the elective modules in which they wish to undertake study.

Recognition of prior learning

Recognition of prior learning is a way of assessing a person's knowledge and skills no matter how, where or when they were acquired, whether in formal training, work or life experience.

Within adult literacy and basic education credit has always been given to students for existing skills and knowledge. Students are placed in the type of tuition that is most appropriate for their needs and skills.

The CGEA is a competency based credential and students who wishes to be awarded the credential need to show competence in compliance with the requirements of the CGEA. This means that students who wish to receive a Certificate II must show competence in all Streams at Level 2. This can be done:

- by formal RPL procedures
- through an initial interview and assessment for placement
- by normal assessment of student in the classroom.

Where students wish to gain recognition for skills in a stream for which they are not taking classes they may need to undertake formal RPL or negotiate another means of showing competence. This may be an interview and assessment by a program coordinator and/or the presentation of a folio of work.

ASSESSMENT STRATEGY

A range of assessment methods should be used to enable students to demonstrate competence in the learning outcomes within this curriculum. Assessment methods include but are not restricted to:

- student self assessment
- teacher observation
- reflective work journals
- oral presentations
- oral explanation of text
- written text
- physical demonstration of understanding of written or oral text
- discussion
- debates
- role plays
- folios of tasks or investigations
- performing practical tasks.

Although not always possible, it is preferable for assessment tasks/activities to integrate more than one learning outcome. This enables assessment to be more easily integrated into learning activities and accepts the integrated nature of literacy and numeracy and the key competencies.

Assessment may take place in group activities, in pair work or individual work.

Sample assessment tasks/activities are listed in the learning outcome details.

Assessment principles

Assessment of learning outcomes in the CGEA should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off assessment tasks/activities do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks/activities should be clear, explicit and ordered. Students must

- know what is expected, and the criteria by which they will be judged.
- Time allowed to complete a task should be reasonable and specified, and should allow for preparation and re-drafting as appropriate to the activity. Some assessment tasks/activities will need to take place over a number of weeks.
- Assessment tasks/activities should be open ended and flexible enough for students to show competence at different levels.

(Modified from the National Reporting System)

Assessing students with disabilities

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to record by *writing* in the traditional sense of the word, then an alternative means of recording may be used to demonstrate learning outcomes normally demonstrated through writing. Similarly, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf may sign their response, those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such learners to achieve the module outcomes in the stated nominal hours.

DELIVERY OF THE COURSE

Delivery modes

The curriculum allows for delivery in a variety of modes including classroom-based, teleconferencing, and other off campus delivery formats.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the students, and the teaching/learning methods employed should allow for individual differences in learning styles.

Delivery can take place in the workplace or using a workplace context.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible and open ended to allow students to work across levels.

Integration across streams

Integrating learning outcomes across streams reflects the integration of skills and competencies in social and work activities. The competencies in each stream are based on the same desired outcome: for students to be able to participate fully in the community, work, and social life, through gaining effective skills in reading, writing, oral communication, numeracy and mathematical thinking as well as general life skills. The CGEA recognises the connections between these curriculum areas and provides a structure for an integrated approach. Learning activities may integrate two or more streams. Using a content base, the four streams can be fully integrated.

Integration within a stream

In some instances it may not be desirable or possible to integrate across streams. However, where possible, more than one learning outcome from the same stream should be assessed in one task/activity, eg. Learning outcomes 2.3 and 2.7, Writing and Reading for Knowledge in the Reading and Writing Stream.

Resources

The CGEA should be delivered by qualified teachers.

At Levels 1 and 2 the Reading and Writing and Oral Communication Streams could be delivered by adult literacy, adult ESL, general adult education or adult numeracy teachers. It would be expected that general adult education and adult numeracy teachers would have undertaken professional development in adult literacy methodology and principles. It would be expected that Levels 3 and 4 would be delivered by qualified literacy or ESL teachers with experience in teaching adults.

At Levels 1 and 2 the Numeracy Stream could be delivered by adult numeracy teachers or adult literacy, adult ESL, or general adult education teachers who had attended professional development in adult numeracy methodology and principles. It would be expected that Levels 3 and 4 would be delivered by qualified mathematics teachers with experience in teaching adults.

At Levels 1 and 2 the General Curriculum Options Stream may be taught by a range of qualified teachers with adult education experience. However, at Levels 3 and 4 the qualifications and experience required to deliver the General Curriculum Options will depend on the subject area covered in the Stream. If the General Curriculum Options Stream is integrated with another Stream, such as Reading and Writing, it would be taught by the Literacy (Reading and Writing) teacher. However, if, for example, science was to be the content of the stream it would be expected that a teacher with qualifications in science would take the course.

Where suitably qualified teachers are not available, professional development should be made available for experienced teachers to develop appropriate skills and knowledge.

In some circumstances qualified teachers may not be available and attributes other than teaching qualifications may be equally important, eg in remote areas in rural Australia Aboriginality may be important. Nevertheless the long-term goal should be to attract, employ and train qualified adult literacy teachers.

All teachers should have access to professional development to ensure a thorough knowledge of the Certificates and of related teaching methodology.

Quality management processes

Moderation is a central component of the quality management systems which guarantee the integrity of accredited curricula.

Moderation ensures the consistency and validity of course credentials.

In the CGEA moderation by teachers of a selection of assessment tasks/activities helps to ensure consistency in interpretation of learning outcomes and the relevant levels. This is done by coming to a shared understanding of learning outcomes, assessment criteria, and assessment processes and practices.

By ensuring consistency of standards:

- individual students can be sure they have been assessed fairly
- educational organisations and employers will know that all students or workers with a credential at a specified level will have a comparable level of skill.

ARTICULATION AND CREDIT TRANSFER

Articulation and credit transfer details

A project to investigate credit transfer in relation to the CGEA was completed in 1994. The project found that credit transfer between other accredited curriculum and the CGEA was difficult because of the generic and broad nature of competencies in the CGEA.

Modules in other similar or related curricula tended to have a narrow or content specific focus and only covered specific learning outcomes in the CGEA.

For example:

NCS002 Writing Skills for Work covered learning outcomes 3.2 in Module RW3000 (Reading and Writing, Module 3). Students completing Module RW3000 could therefore receive credit for NCS002.

The project report stated that:

1. The TAFE National Communication Skills Modules are vocationally oriented. When the course context is demonstrated to contain a workplace focus, students completing Level 3 of the CGEA in Reading and Writing and Oral Communication may claim credit transfer for:
 - National Module Code NCS001 Workplace Communication
 - National Module Code NCS002 Writing Skills for Work
 - National Module Code NCS007 Presenting Information
2. The reaccredited Certificate in Occupational Studies uses the Mathematics Stream of the (original) CGEA.

The possibility of on-going credit transfer with the Certificate of Occupational Studies will be investigated by the end of 1996. The possibility of credit transfer with certificates developed in other states/territories for the same target group will also be investigated. Such credentials are: the Certificate in Adult Further Education, the Certificate in Adult General Education, the Certificate in Preparatory Education, the Certificate in Introductory Vocational Education, the Certificate in Literacy and Numeracy and the Certificates in Workplace Education I, II and III.

Local credit transfer arrangements may be developed depending on the context in which the CGEA, and particularly the General Curriculum Options, is used, eg it is possible to teach content based subjects such as computing or cooking within the General Curriculum Options modules.

Where the delivery of the CGEA is contextualised within a particular work based context, the provider should identify specific credit transfer arrangements with relevant accredited VET courses.

For example, in the building industry, workers undertaking modules in the Certificate in General Education for Adults may receive credits for modules in the appropriate Certificate II in Building and Construction (Fitout and Finish or Structures).

Examples:

| Certificate in General Education for Adults | Certificate II in Building and Construction | |
|----------------------------------------------------|----------------------------------------------------|---------------------------------|
| Module name | Module name | |
| Occupational Health and Safety | FOF002 | Occupational Health and Safety |
| | FOF005 | Workplace Communications |
| Reading Construction Drawings | ST003 | Industry Calculations |
| | ST004 | Plan Reading and Interpretation |

Training/education/career pathways

The Certificates in General Education for Adults are a general education curriculum for adults which provide access to further education and training at a number of points.

Defining pathways for adults is always difficult. Adults bring a range of skills, knowledge and experience to a learning situation. These may have been gained through prior education, work or life experiences. For example, adult students who have previously completed year 9 or 10 at school and who complete Certificate II in General Education for Adults may go on to do a year 11 course which includes science subjects such as chemistry or physics. Others who have the same level of school education may not feel they have the knowledge to undertake science subjects.

Pathways are also difficult to define in relation to the CGEA because specific subject areas such as information technology, basic science, commerce, etc. may be covered as a General Curriculum Options Stream subject, which would then provide students with different pathways.

These factors need to be taken into account in relation to pathways from the CGEA.

Certificate I in General Education for Adults (Foundation)

The Certificate I in General Education for Adults (Foundation) provides pathways to:

- Certificate II in General Education for Adults

Certificate II in General Education for Adults

The Certificate II in General Education for Adults provides pathways to:

- Level 4 modules of the Certificates in General Education for Adults
- TAFE Certificates (excluding certificates such as electronics which require higher levels of mathematics or science subjects)
- Year 11 (excluding specialist mathematics and some science subjects)
- Bridging Courses
- Apprenticeships.

Certificate II in General Education for Adults (Further Study)

The Certificate II of General Education for Adults (Further Study) provides pathways to:

- Year 12
- Other TAFE Certificates (such as electronics)
- Mature age entry to tertiary institute.

ON-GOING MONITORING AND EVALUATION

Ongoing evaluation and validation of these courses will be undertaken by the General Studies Curriculum Maintenance Manager in the Services Industries cluster.

The Curriculum Advisory Group with responsibility for this program will:

- review the implementation of the program
- provide advice on changing program requirements
- monitor and evaluate course standards, delivery and assessment.

The procedures for course maintenance documented in the *User's Guide to Course Maintenance Processes* will be used. Recommendations for any changes will be reported through the Service Industries Curriculum Maintenance Manager to the Adult, Community and Further Education Board.

APPENDIX A: ALIGNMENT OF THE INDICATORS OF COMPETENCE OF THE NATIONAL REPORTING SYSTEM AND THE LEARNING OUTCOMES OF THE CERTIFICATES IN GENERAL EDUCATION FOR ADULTS

Reading and Writing Modules

| National Reporting System - Indicators of Competence | Reading and Writing Module 1 - Learning Outcomes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 2.1 Reads and interprets short simple texts on a personally relevant topic. | 1.5, 1.6, 1.7 and 1.8 |
| 2.2 Locates specific information relating to familiar contexts in a text which contains data in simple graphic, diagrammatic, formatted or visual form. | 1.6 and 1.7 |
| 2.3 Writes about a familiar topic using simple sentence structure and joining ideas through conjunctive links where appropriate. | 1.1, 1.2, 1.3 and 1.4 |
| 2.4 Completes forms or writes notes using factual or personal information relating to familiar contexts. | 1.2 |

| National Reporting System - Indicators of Competence | Reading and Writing Module 2 - Learning Outcomes |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 3.1 Reads and interprets texts of some complexity, integrating (where relevant) a number of pieces of information in order to generate meaning | 2.5, 2.6, 2.7 and 2.8 |
| 3.2 Displays awareness of purpose of text, including unstated meaning | 2.5, 2.6, 2.7 and 2.8 |
| 3.3 Interprets and extrapolates from texts containing data which is unambiguously presented in graphic, diagrammatic, formatted or visual form. | 2.6, 2.7 and 2.8 |
| 3.4 Communicates relationships between ideas through selecting and using grammatical structures and notations which are appropriate to the purpose. | 2.1, 2.2, 2.3 and 2.4 |
| 3.5 Produces and sequences paragraphs according to purpose of text. | 2.1, 2.2, 2.3 and 2.4 |

Reading and Writing Modules (continued)

| National Reporting System - Indicators of Competence | Reading and Writing Module 3 - Learning Outcomes |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 4.1 Reads and interprets structurally intricate texts in chosen fields of knowledge which require integration of several pieces of information to generate meaning | 3.5, 3.6, 3.7 and 3.8 |
| 4.2 Interprets texts which include ambiguity and inexplicitness where reader needs to distinguish fact from opinion and infer purpose. | 3.5, 3.6, 3.7 and 3.8 |
| 4.3 Interprets and extrapolates from texts containing data which includes some abstraction, symbolism and technicality presented in graphic, diagrammatic, formatted or visual form. | 3.6, 3.7 and 3.8 |
| 4.4 Communicates complex relationships between ideas by matching style of writing to purpose and audience. | 3.1, 3.2, 3.3 and 3.4 |
| 4.5 Generates written texts reflecting a range of genres and using appropriate structure and layout. | 3.1, 3.2, 3.3 and 3.4 |

| National Reporting System - Indicators of Competence | Reading and Writing Module 4 - Learning Outcomes |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 5.1 Reads and interprets structurally intricate texts in chosen fields of knowledge and across a number of genres, which involve complex relationships between pieces of information and/or propositions. | 4.5, 4.6, 4.7 and 4.8 |
| 5.2 Interprets subtle nuances, infers purpose of author and makes judgements about the quality of an argument. | 4.5, 4.6, 4.7 and 4.8 |
| 5.3 Reads and critically evaluates texts containing data which includes some abstraction, symbolism and technicality presented in graphic, diagrammatic, formatted or visual form. | 4.6, 4.7 and 4.8 |
| 5.4 Demonstrates well developed writing skills by selecting stylistic devices to express complex relationships between ideas and purposes. | 4.1, 4.2, 4.3 and 4.4 |
| 5.5 Generates complex written texts with control over generic structure. | 4.1, 4.2, 4.3 and 4.4 |

Oral Communication Modules

| National Reporting System - Indicators of Competence | Oral Communication Module 1 - Learning Outcomes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 2.5 Elicits and gives factual information or personal details for the purpose of exchanging or obtaining goods and services; or gathering/providing information. | 1.2 Participate in short transactions in familiar and predictable contexts. |
| 2.6 Takes part in short interpersonal exchanges, clarifying meaning and maintaining interaction, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving. | 1.3 Use and respond to spoken language in short discussion to explore issues or solve problems on a personally familiar topic or issue. |
| 2.7 Listens for relevant information form oral texts. | 1.1 Demonstrate that meaning has been gained from a short oral text. |

| National Reporting System - Indicators of Competence | Oral Communication Module 2 - Learning Outcomes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 3.6 Participates in short transactions, using basic generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/ providing information | 2.2 Use and respond to spoken language in short transactions in familiar contexts. |
| 3.7 Takes part in short interpersonal exchanges, demonstrating some awareness of register and interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving. | 2.3 Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic |
| 3.8 Derives meaning from sustained oral texts. | 2.1 Demonstrate meaning has been gained from oral texts which may include some unfamiliar aspects |

Oral Communication Modules (continued)

| National Reporting System - Indicators of Competence | Oral Communication Module 3 - Learning Outcomes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 4.6 Participates in sustained transactions with flexible use of a range of generic structures, for the purpose of exchange in or obtaining goods and services; or gathering/providing information | 3.2 Use and respond to spoken language in sustained transactions in a range of contexts. |
| 4.7 Takes part in sustained interpersonal exchanges, demonstrating flexible use of register and a range of interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving. | 3.3 Use and respond to spoken language in sustained discussions to explore issues or solve problems in a range of contexts. |
| 4.8 Extracts main ideas and most details from sustained oral texts. | 3.1 Extract main ideas and most details from sustained oral texts. |

| National Reporting System - Indicators of Competence | Oral Communication Module 4 - Learning Outcomes |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.1 Participates in sustained and complex transactions demonstrating flexible and effective use of a range of generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/providing information. | 4.2 Use and respond to spoken language in sustained and complex transactions across a range of contexts. |
| 5.2 Takes part in sustained and complex interpersonal exchanges, demonstrating flexible and effective use of register and a range of interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving | 4.3 Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving across a range of contexts. |
| 5.3 Displays depths of understanding of complex oral texts which may include multiple and unstated meanings. | 4.1 Respond to and evaluate complex oral texts which may include multiple and unstated meanings. |

Numeracy and Mathematical Modules

| Exit level of the CGEA | Level of the NRS |
|------------------------|---------------------------------------------------------------------------------------|
| Exit Level 1 | NRS Level 1 Indicators of Competence: 1.10, 1.11, 1.12 and 1.13 |
| Exit Level 2 | NRS Level 2 Indicators of Competence: 2.9, 2.10, 2.11 and 1.12 |
| Exit Level 3 | At least NRS Level 3 Indicators of Competence: 3.10, 3.11, 3.12 and 3.13 |
| Exit Level 4 | At least NRS Level 5 Indicators of Competence: 5.10, 5.11, 5.12 and 5.13 |

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READING & WRITING STREAM

The Reading and Writing Stream of the CGEA

Literacy focuses on the capacity to make social meaning out of texts (McCormack, 1994). In making meaning out of these texts you need to read and write, speak, listen and think critically.

In this Stream, or group of modules, the focus is on reading and writing. It also incorporates critical thinking at all levels. Oral language, although the focus of another Stream in the Certificates in General Education for Adults, cannot be separated from reading and writing, and occurs in discussions about written texts and the content of written texts.

THE OVERALL FRAMEWORK

Purposes and functions of Reading and Writing

This stream is organised to correspond to the four main social contexts in which we function within Australian society:

- family and social life;
- workplace and institutional settings;
- education and training contexts; and
- community and civic life.

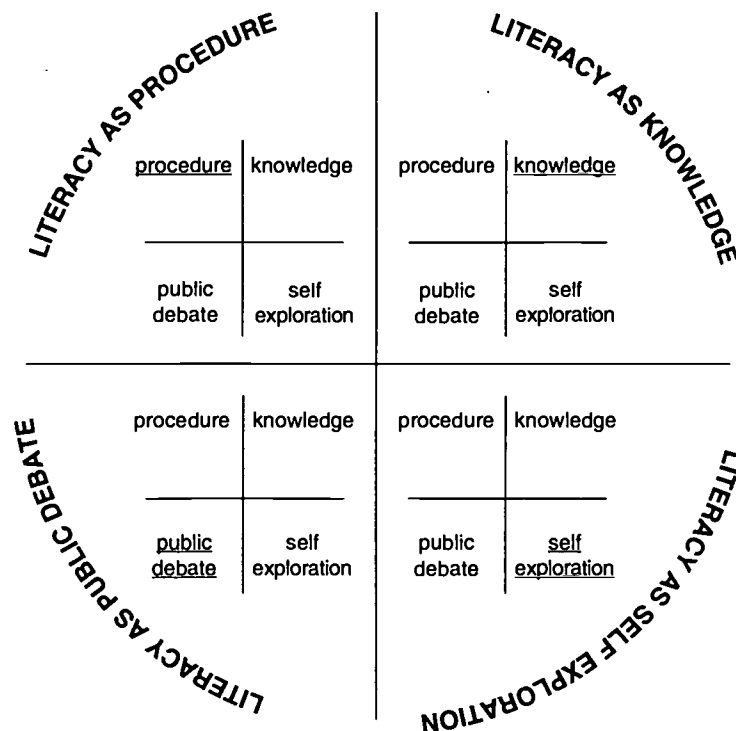
Literacy occurs in all these social contexts and four domains or areas of literacy practice have been identified as corresponding with these social contexts:

- **Literacy for self expression:** focuses on aspects of personal and family life, and the cultures which shape these
- **Literacy for practical purposes:** focuses on forms of communication mainly used in workplace and institutional settings and in communications with such organisations
- **Literacy for knowledge:** focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
- **Literacy for public debate:** focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

For people to be able to actively participate in the four main social contexts they need to have competence in all the domains. But these four domains of literacy are not autonomous. Each literacy domain contains traces of other domains.

Some genres, or types of texts, are more likely to be found in certain domains. For example, instructions and procedures are genres more likely to be found in literacy for practical purposes, and a narrative is more likely to be found in the domain of self expression. But a domain does not equal specified genres. Genres cross domains. For example, narratives may be found in the domains of knowledge and public debate, although they are most likely to be found in the domain of self expression.

To have competence of the literacy domains requires an understanding of the social purposes of the texts and the social contexts in which they are used. This means that to be literate we have to learn about the social contexts - we have to "learn more about the world" (McCormack, 1993).



In the Reading and Writing Stream the domains provide a framework by which learners can become aware of genres and the social context or areas of social practices in which they operate and learn the skills to use the genres. In the teaching situation, emphasis must therefore be given to ensuring language activities are placed in a social context and that learners are given the opportunity to gain a greater understanding of that context.

The four levels

Level 1

The first level of the CGEA in reading and writing aims to enable learners to develop the skills and knowledge to read and write simple texts. Texts at this level, both those read and generated by the learner, will mainly deal with personal and familiar subjects. At this level learners are introduced to the concepts that writing is a process and that texts have purpose. Learners distinguish the main idea expressed in the text and offer an opinion about a text, usually about the subject matter.

At the end of Level 1 learners will be able to read and comprehend a range of simple texts and write a range of short and simple texts in familiar and predictable contexts.

Level 2

Texts at this level, both those read and generated by the learner, will mainly deal with everyday subject matters but may include some unfamiliar aspects. At Level 2 learners use the writing process, often with support, are aware that texts are written for a purpose and an audience and apply this in their own writing. In reading, learners identify not only the main point of a text, but also some key details and express an opinion about the text as a whole as well as about some of the details. The purpose is to enable learners to develop the skills and knowledge to read and write simple or short texts.

At exit Level 2 learners will be able to read and comprehend a range of simple texts and write a range of short texts in a number of contexts, which may be interrelated.

Level 3

The purpose of Level 3 of the Reading and Writing Stream is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level learners, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the module learners will be able to read, comprehend and write a range of texts within a variety of contexts.

Level 4

This level of the CGEA focuses on developing skills for further study. As such, the reading and writing module at this level aims to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devised appropriate to the type of text. In reading the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text.

At the end of Level 4 learners will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

INSIDE THE FRAMEWORK

Learning outcomes

There are eight learning outcomes in each Reading and Writing Module, four relate to writing and four to reading. Within a module the writing and reading learning outcomes are based on the literacy domains. This means that for each module there is one writing learning outcome based on self expression, one based on practical purposes, one on knowledge and one on public debate. The four reading learning outcomes is also based on the literacy domains.

Although the learning outcomes address only one domain at a time, learners and teachers will find that most texts include more than one domain.

Assessment criteria

The assessment criteria give the detailed criteria for satisfying the learning outcome. The learning outcome is achieved when the learner can demonstrate competence in all the assessment criteria. In the Reading and Writing Modules all the assessment criteria must be covered in one assessment task or activity, although activities/tasks may take place over a period of time.

In these Modules the assessment criteria are grouped under headings which make the organising principles explicit. The assessment criteria for **writing** are grouped according to:

- writing process
- purpose
- structure
- length/complexity
- mechanics.

The assessment criteria for **reading** are grouped according to:

- purpose
- comprehension

- application
- critique.

Writing assessment criteria

Writing process

Planning, drafting and editing are a part of the process of writing. It is important that learners become aware that writing is a process and that the first product is unlikely to be the final product. Any number of drafts can be done by learners in producing the final product. However, in practice, learners may be restricted by the nominal duration of a module in the number of times they can draft a text.

At Levels 1 and 2 considerable direction from the teacher would be expected and planning may be done orally.

Purpose

Written texts, in general, are more successful when a writer is aware of why they are writing and who they are writing for. The language used and the tone of the text will depend on the purpose of the text and the proposed audience for the text. Learners undertaking the Reading and Writing modules of the CGEA need to be aware that they too must make their writing appropriate for its intended purpose and audience.

Structure

Texts must be organised to ensure that ideas and information are presented coherently and logically to suit the purpose of the text. This also needs to take into account that different types of texts are often structured in specific ways, eg. reports, narratives, letters of complaint, instructions.

Length/complexity

In the early stages of gaining competence in writing, writing one or two sentences can be traumatic and very difficult and at Levels 1 and 2 the length of the text is the focus of the assessment criteria under this heading.

As students become less traumatised by putting pen to paper and more proficient at writing and expressing ideas and information on paper, it becomes increasingly important for learners to present a range of ideas and information and convey abstract concepts. Texts may even become shorter as learners master the writing genres, and are able to express ideas concisely. The assessment criteria grouped under this heading show this move from length to complexity in writing.

Mechanics

This assessment criteria deals with spelling, punctuation and grammar. At levels 1, 2 and 3 learners are expected to spell, punctuate and use grammar sufficiently to convey meaning. The difference between Level 1 and 3 lies in the amount of support to students and in the type of texts they are producing. By Level 4 learners are expected to use these mechanical tools with considerable accuracy, however this does not preclude them from using dictionaries, spell checks, etc.

Reading assessment criteria

Purpose

As was noted in the writing assessment criteria, writing texts appropriate to their audience and purpose is important. So too is being aware of the intended audience and purpose of a text when reading it. This includes being aware of any unstated meaning, inferred purpose and the means used to achieve the purpose. Awareness of the purpose of a text also helps to set the text in its social context and allows learners to consider if the purpose is achieved, and, if so, how it has been achieved, thus developing critical awareness. Not all texts have unstated meaning or inferred purpose and where the assessment criteria ask learners to look at these, it is adequate for students to identify the absence of these.

Comprehension

This assessment criteria moves from identifying the main idea and key points of a text at Level 1 to extracting information for a specific task and identifying views underlying a text at Level 4.

Application

Being able to identify information about texts and contained in texts and apply it to other texts and contexts is the focus of assessment criteria under this heading. This results in learners being able to compare and contrast information and ideas.

At Level 1 there are no assessment criteria under Application. Learners at Level 1 are likely not to have the breadth of experience with written texts to compare information across texts.

Critique

Developing an opinion about texts and the content of texts is integral to making meaning out of texts. Assessment criteria grouped under this heading aim to enable learners to move from giving a personal opinion on a text to analysing and evaluating the content and effectiveness of the text.

Conditions of assessment

The Conditions of Assessment describe the conditions under which assessment should take place. The Conditions of Assessment are based on the Conditions of Performance from the National Reporting System, thus ensuring that there is some consistency across all Streams at a level. There is however, some customisation for each stream and variation according to the content area. For example, the reading learning outcomes give some general guidelines regarding the type of texts to use.

More support is allowed at Level 1 than at Level 4. The subject matter becomes unfamiliar and includes some abstract or technical concepts at Level 4, whereas at Level 1 it is grounded in the personal and familiar.

Content/underpinning knowledge

For each learning outcome information on the content and knowledge underpinning the learning outcome is included. This information is included to give greater depth to the learning outcomes and assessment criteria. It is envisaged that this will be of greatest help to those new to the Reading and Writing Stream.

Assessment

Examples of assessment activities/tasks are given for each learning outcome. They do not always 'spell out' how all the assessment criteria are to be achieved. It is assumed that these will be dealt with in the learning situation and that the teacher will ensure the assessment criteria are covered in the most appropriate way for the learner.

At the end of each module examples of integrated assessment activities/tasks are also included. These activities/tasks were provided by experienced teachers. They provide examples of how many learning and assessment activities cover a number of learning outcomes. They also highlight that integrated tasks are more likely to be grounded in a social context than tasks that cover only one learning outcome.

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Reading and Writing I

MODULE DETAILS

Module name

Reading and Writing I

Nominal duration

80 hours

Module code

VBC 850

Discipline code

1302205

MODULE PURPOSE

The purpose of this module is to enable learners to develop the skills and knowledge to read and write simple texts. Texts at this level, both those read and generated by the learner, will mainly deal with personal and familiar subjects. At this level learners are introduced to the concepts that writing is a process and that texts have purpose. They distinguish the main idea expressed in the text and offer an opinion about a text, usually about the subject matter.

At the end of the module learners will be able to read and comprehend a range of simple texts and write a range of short and simple texts in familiar and predictable contexts.

PRE-REQUISITES

Nil

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

The correlation between the National Reporting System Indicators of Competence and the Learning Outcomes in this module is not always direct and in covering one Learning Outcome, it is possible to cover one or two Indicators of Competence. However, it should be assumed that competence in all learning outcomes of this module will indicate competence in all Reading and Writing Indicators of Competence at level 2 in the National Reporting System.

| National Reporting System - Indicators of Competence | Reading and Writing Module 1 - Learning Outcomes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 2.1 Reads and interprets short simple texts on a personally relevant topic. | 1.5, 1.6, 1.7 and 1.8 |
| 2.2 Locates specific information relating to familiar contexts in a text which contains data in simple graphic, diagrammatic, formatted or visual form. | 1.6 and 1.7 |
| 2.3 Writes about a familiar topic using simple sentence structure and joining ideas through conjunctive links where appropriate. | 1.1, 1.2, 1.3 and 1.4 |
| 2.4 Completes forms or writes notes using factual or personal information relating to familiar contexts. | 1.2 |

The Key Competencies

The modules also link to the Key Competencies. In a literacy classroom covering reading, writing and oracy, students will be using and developing their skills in gathering information and presenting it in a variety of forms, working to agreed timelines and in consultation with the teacher and other students as well as employing a number of time management and problem solving skills. The use of computers, and the analysis of numeracy within texts is often required in the process of reading and creating written texts. Students are constantly examining where they stand in relation to texts and the place of those texts in broader cultural contexts.

Specific tasks will of course highlight specific key competencies, and teachers should support the development of student’s awareness of these skills and incorporate assessment of both Reading and Writing Key Competencies where appropriate.

CONTENT SUMMARY

The learning outcomes should be covered in a context and through subject matter that is relevant to the student.

A range of different text types or genres can be covered in each learning outcome. Although it is only necessary to cover one text type to show competence of a learning outcome, the learning situation should allow students to develop competence in reading and writing a range of text types.

Reading

Students working at this level can usually understand and respond to written material that is more complex than they are able to read themselves. Reading complex texts to students or using audio tapes of texts can assist students to gain an appreciation of written texts and can be used to help students develop an understanding of text structure and tone and the writer’s purpose and stance, which may be difficult to identify in simple texts. Students can read related texts or excerpts from the original text. This allows students to develop an appreciation of written texts while providing the opportunity for students to read at the level they are operating at. In other words they can develop reading skills at different levels - the macro and the micro.

Content and underpinning knowledge relevant to each learning outcome can be found in the Learning Outcome details.

SUMMARY OF LEARNING OUTCOMES

1.1 Writing for Self Expression

Write a short, simple recount, narrative or expressive text on a personal or familiar subject

1.2 Writing for Practical Purposes

Write a short, simple instructional or transactional text on a personal or familiar subject

1.3 Writing for Knowledge

Write a short, simple report or explanatory text on a personal or familiar subject

1.4 Writing for Public Debate

Write your opinion on a personal or familiar subject

1.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a personal or familiar subject

1.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text on a personal or familiar subject

1.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a personal or familiar subject

1.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a simple persuasive text on a personal or familiar subject

ASSESSMENT STRATEGY

Assessment method

Assessment will be in accordance with the assessment strategy and principles outlined in the section on Assessment Strategies in Course Information (see p. 14).

In this module assessment methods may include:

- teacher observation
- oral explanation of text
- written text
- student self assessment
- reflective work journals
- discussion
- physical demonstration of understanding of written text.

The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible, learning outcomes should be grouped together for assessment, ie. more than one learning outcome should be assessed in an assessment task/activity. For example, a teacher observation of a class discussion about a text read by learners could be used to assess both a reading learning outcome and a learning outcome in the Oral Communication Stream. Learners could also write a response to the text and cover one of the writing learning outcomes.

Examples of assessment tasks which relate mainly to a specific learning outcome can be found in learning outcome detail information. Examples of integrated assessment tasks/activities can be found at the end of this module. These examples are of tasks/activities that integrate and assess more than one learning outcome, sometimes within the Reading and Writing Stream, sometimes across Streams.

To be credited with this module the student must demonstrate competency in all learning outcomes. All assessment criteria in a learning outcome must be met in the one task for a learner to show competency of that outcome.

Assessing students with disabilities

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to record by *writing* in the traditional sense of the word, then an alternative means of recording may be used to demonstrate learning outcomes normally demonstrated through writing. Similarly, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf may sign their response, those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such learners to achieve the module outcomes in the stated nominal hours.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The needs of the student should be met by provision of:

- a flexible range of assessment tasks/activities
- a learning environment appropriate to each assessment task/activity
- relevant support and resources appropriate to each assessment task/activity.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolled in this module may already be competent in one or more of the learning outcomes. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL I

Note: Students must demonstrate competence in all learning outcomes to be credited with this module.

The Learning Outcomes for Level 1 are detailed on the following pages.

Learning outcome 1.1 Writing for Self Expression

Write a short, simple recount, narrative or expressive text on a personal or familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Writing process

(a) use the processes of planning, drafting and editing at a rudimentary level to produce written texts

Purpose

(b) use language appropriate to text purpose and audience

Structure

(c) sequence and structure information, ideas or experiences coherently

Length/complexity

(d) write one or two sentences

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice/modelling and recourse to first/other language
- communication supports as required (eg dictionary, personal word lists)
- model texts.

Subject matter will be personal and familiar.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of recount, narrative and expressive texts
 - appropriateness to audience and purpose
 - setting

Structure

- Structural conventions of recount, narrative and expressive texts
 - storyline of narrative; orientation, complication, resolution
 - chronological sequencing of events
 - recount; orientation, events, comment
 - description; identification followed by description

Mechanics

- Conventions of sentence writing
 - full stops
 - capital letters
- Vocabulary, spelling and grammatical development

Assessment tasks

Where possible, more than one learning outcome should be assessed and the context and subject matter should be relevant to the student. Students should be encouraged to produce a folio of a recount, narrative or expressive text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write a recount about a personal experience. This could include a note to a friend telling about something that has happened recently
- Write a description of people, places, activities or ideas which may be real or imaginary.

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 2, Language and Literacy Features and Performance Strategies.

Learning outcome 1.2 Writing for Practical Purposes

Write a short, simple instructional or transactional text* on a personal or familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Writing process

(a) use the processes of planning, drafting and editing at a rudimentary level to produce written texts

Purpose

(b) use language appropriate to text purpose and audience

Structure

(c) sequence and structure information and/or ideas coherently

Length/complexity

(d) write one or two sentences or one or two points in note form

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

* transactional text - text to request, inform, confirm or clarify an action

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice/modelling and recourse to first/other language
- communication supports as required (eg dictionary, personal word lists)
- model texts.

Subject matter will be personal and familiar.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of instructional and transactional texts
 - appropriateness to audience and purpose

Structure

- Structural conventions of instructional and transactional texts
 - instructions are sequential
 - instruction; statement of goal, the materials needed or other requirements, the steps to achieve the goal
 - transactional letters; formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close
 - letter format

Mechanics

- Conventions of sentence writing
 - full stops
 - capital letters
- Vocabulary, spelling and grammatical development

Assessment tasks

Where possible, more than one learning outcome should be assessed and the context and subject matter should be relevant to the student. Students should be encouraged to produce a folio of a instructional or transactional text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write instructions, eg. a favourite recipe, directions for a new class member to get from the nearest public transport to the class (This could be linked to the Numeracy and Mathematics Stream, Learning Outcome 1.2, Numeracy for Practical Purposes- Measuring or Learning Outcome 1.4, in the Numeracy for Personal Organisation- Location)
- Write a note, eg. to a colleague or friend
- Complete a form.

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 2, Language and Literacy Features and Performance Strategies.

Learning outcome 1.3 Writing for Knowledge

Write a short, simple report or explanatory text on a personal or familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Writing process

(a) use the processes of planning, drafting and editing at a rudimentary level to produce written texts

Purpose

(b) use language appropriate to text purpose and audience

Structure

(c) sequence and structure information and ideas coherently

Length/complexity

(d) write one or two sentences

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice/modelling and recourse to first/other language
- communication supports as required (eg dictionary, personal word lists)
- model texts.

Subject matter will be personal and familiar.

Content/underpinning knowledge

The content/underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of report and explanatory text
 - appropriateness to audience and purpose

Structure

- Structural conventions of report and explanatory text
 - General statement, factual description or logically sequenced explanation, conclusion

Mechanics

- Conventions of sentence writing
 - full stops
 - capital letters
- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 2, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible, more than one learning outcome should be assessed and the context and subject matter should be relevant to the student. Students should be encouraged to produce a folio of a report or explanatory text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write one or two main facts about a particular topic based on knowledge gained from a non-print text such as a documentary (This could be linked to Learning Outcome 1.1 in the Oral Communication Stream)
- Write about something of interest
- Write 1 or 2 main facts on a topic based on knowledge gained from reading (This could be linked to Learning Outcome 1.7 in the Reading and Writing Stream).

Learning outcome 1.4 Writing for Public Debate

Write your opinion on a personal or familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Writing process

(a) use the processes of planning, drafting and editing at a rudimentary level to produce written texts

Purpose

(b) use language appropriate to text purpose and audience

Structure

(c) sequence and structure ideas and information coherently

Length/complexity

(d) write one or two sentences

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice/modelling and recourse to first/other language
- communication supports as required (eg dictionary, personal word lists)
- model texts.

Subject matter will be personal and familiar.

Content/underpinning knowledge

The content/underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of text expressing an opinion
- appropriateness to audience and purpose

Structure

- Structural conventions of text expressing an opinion
- statement of opinion and argument

Mechanics

- Conventions of sentence writing
- full stops
- capital letters
- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 2, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible, more than one learning outcome should be assessed and the context and subject matter should be relevant to the student. Students should be encouraged to produce a folio of a text stating their opinion, showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write a short letter to the access section of letters to the editor in the local paper giving a personal opinion about a topic of public debate
- Write an opinion on a topic of public or personal concern.

Learning outcome 1.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a personal or familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Purpose

(a) identify the purpose of the text

Comprehension

(b) identify the main idea and key points in the text

Critique

(c) express an opinion on the text or on the subject matter of the text.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice/modelling and recourse to first/other language
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with personal or familiar subject matter
- should use simple, predictable sentence structures
- should use familiar or everyday vocabulary
- should have a clear structure
- characteristic of the text type
- may include illustrations to complement written text
- should be clearly laid out to aid meaning.

Content/underpinning knowledge

Texts may include:

- fiction (science fiction, romance, adventure, comedy, comics, poetry)
- non fiction (biographies, autobiographies)
- personal letters
- own spoken words written down and typed out
- those jointly constructed by the teacher/tutor and learner.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - texts are meaningful and have purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - non-textual cues can provide clues to meaning
 - it is not necessary to read every word to gain meaning
 - context can be used to predict meaning

- Strategies to select reading material

- cover
- title
- description on back of book (or dust cover)
- recommendation of friend
- knowledge of author
- interest in topic

Assessment tasks

Where possible more that one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student. Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read a personal account of an event and compare it to personal experiences
- Read a story, comment on it and discuss in relation to knowledge or experience of similar stories, either read or seen.

- Text features and structure

- different texts types have different structures
- events are sequenced chronologically
- orientation to set the context
- descriptions identify what is to be described followed by description
- narrative format of orientation, complication and resolution
- recount format of orientation, events and comment.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation affects meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 2, Language and Literacy Features and Performance Strategies.



Learning outcome 1.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text* on a personal or familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Purpose

(a) identify the purpose of the text

Comprehension

(b) identify the main idea and key points in the text

Critique

(c) express an opinion on the text or on the subject matter of the text.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice/modelling and recourse to first/other language
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with personal or familiar subject matter
- should use simple, predictable sentence structures or, where appropriate, points in simple phrases
- should use familiar or everyday vocabulary
- should have a clear structure characteristic of the text type
- may include illustrations, simple diagrams or graphs to complement written text
- should be clearly laid out to aid meaning
- instructions should be sequential.

* transactional text - text to request, inform, confirm or clarify an action

Content/underpinning knowledge

Texts may include:

- instructions or directions such as operating procedure, recipes
- formal letters from an organisation
- memos
- minutes of meetings
- forms
- notes from family or colleagues
- own spoken words written down and typed out
- those jointly constructed by the teacher/tutor and learner.

The content/underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - texts are meaningful and have purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - non-textual cues can provide clues to meaning
 - it is not necessary to read every word to gain meaning
 - context can be used to predict meaning
- Strategies to select reading material
 - knowledge of author
 - interest in topic

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student. Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Perform the task described
- Read a letter or notice about a school excursion. Talk about the purposes of school excursions and the notices.

- Text features and structure
 - different texts types have different structures
 - instructions are sequential
 - instructions; statement of the goal, the materials needed or other requirements, the steps to achieve the goal
 - transactional letters; formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation affects meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 2, Language and Literacy Features and Performance Strategies.

Learning outcome 1.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a personal or familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Purpose

(a) identify the purpose of the text

Comprehension

(b) identify the main idea and key points in the text

Critique

(c) express an opinion on the text or on the subject matter of the text.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice/modelling and recourse to first/other language
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with personal or familiar subject matter
- should use simple, predictable sentence structures
- should use familiar or everyday vocabulary
- should have a clear structure characteristic of the text type
- may include illustrations, simple diagrams or graphs to complement written text
- should be clearly laid out to aid meaning.

Content/underpinning knowledge

Texts may include:

- reports
- reference material
- informative magazine articles
- newspaper articles
- own spoken words written down and typed out
- those jointly constructed by the teacher/tutor and learner.

The content/underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - texts are meaningful and have purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - non-textual cues can provide clues to meaning
 - it is not necessary to read every word to gain meaning
 - context can be used to predict meaning
- Strategies to select reading material
 - cover
 - title
 - description on back of book (or dust cover)
 - recommendation of friend
 - knowledge of author
 - interest in topic

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student. Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Find a book in the library on a topic of interest. Read the book or parts of it and tell others three things of interest from the book
- Read an information brochure (or part of it) on health. Discuss the information in relation to prior knowledge on the topic.

- Text features and structure
 - different texts types have different structures
 - report and explanatory texts; general statement, factual description or logically sequenced explanation, conclusion
 - news reports; headline, summary, elaboration, comments.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation affects meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 2, Language and Literacy Features and Performance Strategies.



Learning outcome 1.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a simple persuasive text on a personal or familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Purpose

(a) identify the purpose of the text

Comprehension

(b) identify the main idea and key points in the text

Critique

(c) express an opinion on the text or on the subject matter of the text
 (d) express own view on the subject.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice/modelling and recourse to first/other language
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with personal or familiar subject matter
- should use simple, predictable sentence structures
- should use familiar or everyday vocabulary
- should have a clear structure characteristic of the text type
- may include illustrations to complement written text
- should be clearly laid out to aid meaning.

Content/underpinning knowledge

Texts may include:

- letters to the editor
- material advertising a product, organisation or person
- newspaper articles
- own spoken words written down and typed out
- those jointly constructed by the teacher/tutor and learner.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - texts are meaningful and have purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias (language used, type of information given)
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - non-textual cues can provide clues to meaning
 - it is not necessary to read every word to gain meaning
 - context can be used to predict meaning
- Strategies to select reading material
 - cover
 - title or heading
 - description on back of book (or dust cover)
 - recommendation of friend
 - knowledge of author
 - interest in topic

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student. Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read an item in the *Access Age* on a topical issue. Discuss whether you agree with the opinion expressed and what you think about the topic
- Read an advertisement and discuss what it's trying to sell and how it's trying to sell the product/organisation/person.

- Text features and structure
 - different texts types have different structures
 - argument or persuasive text; statement of opinion, argument and summing up or recommendation.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation affects meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 2, Language and Literacy Features and Performance Strategies.

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. Appropriate modes of delivery may including classroom-based, teleconferencing and other off campus delivery formats.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible to allow students work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16.)

Learning resources

- Real life resources

Wherever possible students should work from real life resources, especially materials from their own life experience.

- Print based resources

The references listed below include teacher and learner resources. It is not a definitive list and should be amended and updated on a regular basis.

Adult Basic Education Accreditation Framework Project: Volume 1 Draft Competence Statements for Adult Reading and Writing, State Training Board and Division of Further Education, Melbourne, 1992.

Adult Basic Education Accreditation Framework Project: Volume 2 Appendices Draft Competence Statements for Adult Reading and Writing, State Training Board and Division of Further Education, Melbourne, 1992.

Baker, P. et al, *Writing Our Practice: Support documents for the reading, and writing and the oral communication streams of the Certificates of General Education for Adults*, Adult, Community and Further Education Board, Victoria, Melbourne, 1995

Bhela, B. & Parslow, J., *Stepping Out, Ideas for Literacy and Numeracy Tutors and Learners*, Adelaide Institute of Vocational Education, SA, Adelaide, 1993

Coates, S., Fitzpatrick, L., McKenna, A. and Makin, A., *National Reporting System*, Adult, Community and Further Education Division of Office of Training and Further Education, Melbourne, 1995

Cornish, S. & Tristram, I., *Between the Lines workbook*, Australian Consolidated Press, Sydney

Derewianka, B., *Exploring How Texts Work*, Primary English Teachers Association, Newtown, 1991

Dixon, C. & Lyons, S., *A Teacher's Guide to Enhancing Literacy for Learners with Diverse Language and Cultural Backgrounds, who are studying in Adult Basic Education Programs*, Adult Community and Further Education Board, Victoria, Melbourne, 1995

Faine, M., Smith, B. and Tiney, L. (eds), *A Time to Learn Units 1 & 2*, Adult, Community and Further Education Board, Victoria, Melbourne, 1993

Faine, M., Smith, B. and Tiney, L. (eds), *A Time to Learn Units 3 & 4*, Adult, Community and Further Education Board, Victoria, Melbourne, 1994

Fesl, E., *Bala Bala: Some literacy and educational perceptions of three Aboriginal Communities*, AGPS, Canberra, 1982

Hammond, J., Burns, A., Joyce, H., Brosnan, D. & Gerot, L., *English for Social Purposes: A Handbook for teachers of adult literacy*, National Centre for English Language Teaching and Research, Sydney, 1992

Rizetti, J., *More Than Just Words: Good practice in literacy provision in the Koorie vocational context*, Aboriginal Services Unit, Northern Melbourne Institute of TAFE, Preston, Victoria

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

INTEGRATED ASSESSMENT TASKS/ACTIVITIES FOR LEVEL 1

Many of the tasks/activities described here could be used with learners working at different levels. The texts used and produced will vary according to the level and to ensure all the assessment criteria are covered.

The Victorian Gold Rush

Developing knowledge of the gold rush

Learners borrow several texts about the Victorian gold rush from the library. Using a teacher prepared worksheet to guide their reading of the text, each learner finds out:

- what the text was about;
- three things about the gold rush; and
- if they thought other class members would find the text useful (Reading and Writing Stream: Reading and Writing for Knowledge, Learning Outcomes 1.3 & 1.7).

Learners speak to the class about the text (Oral Communication Stream, Learning Outcome 1.3)

Arranging an excursion

The group arranges an excursion to Sovereign Hill (or similar).

Learners form themselves into small groups to find information from three main sources:

- brochures from Tourism Victoria (Reading and Writing Stream: Reading for Knowledge and Practical Purposes, Learning Outcomes 1.3 & 1.2)
- phoning Sovereign Hill (Oral Communication Stream, Learning Outcome 1.2)
- phoning and visiting V/Line for train timetables (Oral Communication Stream, Learning Outcome 1.2, Reading and Writing Stream: Reading for Practical Purposes, Learning Outcome 1.2)

Through negotiation with learners they choose a suitable day and time for the excursion. (These activities would cover Learning Outcomes 1.1, 1.2 and 1.4 in the General Curriculum Options Stream)

Each student then prepares a notice with the essential details for the days outing on it eg. when, what time and where to meet, how much it would cost, what to take and when they would get back.

(Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 1.2, Numeracy and Mathematics, Learning Outcome 1.3).

Wordprocess the final draft of the notice and distribute to all members of the class. (General Curriculum Options Stream, Learning Outcomes 1.3 & 1.7).

Make a Vox Populi

- Each learner asks another a question about a topic of public debate and writes down the response (Reading and Writing Stream: Writing for Public Debate, Learning Outcome 1.4).
 - Compile the responses next to a photo of the person, their name, age, suburb they live in and occupation (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 1.2).
- (These activities would cover Learning Outcomes 1.1, 1.3 and 1.8 in the General Curriculum Options Stream).

Characters in texts

- Write a description of a character from a text that has been read aloud in class. The description should be written so that another class member can guess the character's identity (Reading and Writing Stream: Writing for Self Expression, Learning Outcome 1.1).
- Read a description written by another class member and guess that character's identity (Reading and Writing Stream: Reading for Self Expression, Learning Outcome 1.5).

(These activities would cover Learning Outcomes 1.3, 1.4 & 1.6 in the General Curriculum Options Stream)

Lost pet

- Produce an advertising flier for a missing pet which includes a description of the pet (Reading and Writing Stream: Writing for Self Expression, Learning Outcome 1.1) and contact details (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 1.2).

(These activities would cover Learning Outcomes 1.2, 1.3 & 1.7 in the General Curriculum Options Stream).

Visiting speaker

- Take down two main points from a talk given by a visiting speaker. (Oral Communication Stream 1.1 and Reading and Writing Stream: Writing for Knowledge 1.3).
- Ask the speaker a question related to the points written down (Oral Communication Stream 1.3).
- Write a note to the guest speaker thanking them for coming, mentioning the two points you noted (Reading and Writing Stream: Writing for Practical Purposes 1.2).

(These activities would cover Learning Outcomes 1.1 & 1.3 in the General Curriculum Options Stream).

Reading and Writing II

MODULE DETAILS

Module name

Reading and Writing II

Nominal duration

80 hours

Module code

VBC 851

Discipline code

1302205

MODULE PURPOSE

The purpose of this module is to enable learners to develop the skills and knowledge to read and write simple or short texts. Texts at this level, both those read and generated by the learner, will mainly deal with everyday subject matters but may include some unfamiliar aspects. At this level learners use the writing process, often with support, are aware that texts are written for a purpose and an audience and apply this in their own writing. In reading they identify not only the main point, but also some key details and express an opinion about the text as a whole and about some of the details.

At the end of the module learners will be able to read and comprehend a range of simple texts and write a range of short texts in a number of contexts, which may be interrelated.

PRE-REQUISITES

Module 1 Reading and Writing or equivalent eg Level 2 competence in Reading and Writing Indicators of Competence of the National Reporting System.

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

The correlation between the National Reporting System Indicators of Competence and the Learning Outcomes in this module is not always direct and in covering one Learning Outcome, it is possible to cover one or two Indicators of Competence. However, it should be assumed that competence in all learning outcomes of this module will indicate competence in all Reading and Writing Indicators of Competence at level 3 in the National Reporting System.

| National Reporting System - Indicators of Competence | Reading and Writing Module 2 - Learning Outcomes |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 3.1 Reads and interprets texts of some complexity, integrating (where relevant) a number of pieces of information in order to generate meaning | 2.5, 2.6, 2.7 and 2.8 |
| 3.2 Displays awareness of purpose of text, including unstated meaning | 2.5, 2.6, 2.7 and 2.8 |
| 3.3 Interprets and extrapolates from texts containing data which is unambiguously presented in graphic, diagrammatic, formatted or visual form. | 2.6, 2.7 and 2.8 |
| 3.4 Communicates relationships between ideas through selecting and using grammatical structures and notations which are appropriate to the purpose. | 2.1, 2.2, 2.3 and 2.4 |
| 3.5 Produces and sequences paragraphs according to purpose of text. | 2.1, 2.2, 2.3 and 2.4 |

The Key Competencies

The modules also link to the Key Competencies. In a literacy classroom covering reading, writing and oracy, students will be using and developing their skills in gathering information and presenting it in a variety of forms, working to agreed timelines and in consultation with the teacher and other students as well as employing a number of time management and problem solving skills. The use of computers, and the analysis of numeracy within texts is often required in the process of reading and creating written texts. Students are constantly examining where they stand in relation to texts and the place of those texts in broader cultural contexts.

Specific tasks will of course highlight specific key competencies, and teachers should support the development of student's awareness of these skills and incorporate assessment of both Reading and Writing Key Competencies where appropriate.

CONTENT SUMMARY

The learning outcomes should be covered in a context and through subject matter that is relevant to the student.

A range of different text types or genres can be covered in each learning outcome. Although it is only necessary to cover one text type to show competence in a learning outcome, the learning situation should allow students to develop competence in reading and writing a range of text types.

Reading

Students can usually understand and respond to written material that is more complex than they are able to read themselves. Reading complex texts to students or using audio tapes of texts can assist students to gain an appreciation of written texts and can be used to help students develop an understanding of text structure and tone and the writer's purpose and stance, which may be difficult with simple texts. While this can be used as a stimulus for writing activities students can read related texts or excerpts from the original text. This allows students to develop an appreciation of written texts

while providing the opportunity for students to read at the level they are operating at. In other words they can develop reading skills at different levels - the macro and the micro.

Content and underpinning knowledge relevant to each learning outcome can be found in the Learning Outcome details.

SUMMARY OF LEARNING OUTCOMES

2.1 Writing for Self Expression

Write a short recount, narrative or expressive text on a familiar subject

2.2 Writing for Practical Purposes

Write a short instructional or transactional text on a familiar subject

2.3 Writing for Knowledge

Write a short report or explanatory text on a familiar subject

2.4 Writing for Public Debate

Write a short argumentative text expressing a point of view on a familiar subject

2.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a familiar subject

2.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text on familiar subject

2.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject

2.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a simple persuasive text on a familiar subject

ASSESSMENT STRATEGY

Assessment method

Assessment will be in accordance with the assessment strategy and principles outlined in the section on Assessment Strategies in Course Information (see p. 14).

In this module assessment methods may include:

- teacher observation
- oral explanation of text
- written text
- student self assessment
- reflective work journals
- discussion
- physical demonstration of understanding of written text.

The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible, learning outcomes should be grouped together for assessment, ie. more than one learning outcome should be assessed in an assessment task/activity. For example, a teacher observation of a class discussion about a text read by learners could be used to assess both a reading learning outcome and a learning outcome in the Oral Communication Stream. Learners could also write a response to the text and cover one of the writing learning outcomes.

Examples of assessment tasks which relate mainly to a specific learning outcome can be found in learning outcome detail information. Examples of integrated assessment tasks/activities can be found at the end of this module. These examples are of tasks/activities that integrate and assess more than one learning outcome, sometimes within the Reading and Writing Stream, sometimes across Streams.

To be credited with this module the student must demonstrate competency in all learning outcomes. All assessment criteria in a learning outcome must be met in the one task for a learner to show competency of that outcome.

Assessing students with disabilities

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to record by *writing* in the traditional sense of the word, then an alternative means of recording may be used to demonstrate learning outcomes normally demonstrated through writing. Similarly, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf may sign their response, those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such learners to achieve the module outcomes in the stated nominal hours.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The needs of the student should be met by provision of:

- a flexible range of assessment tasks/activities
- a learning environment appropriate to each assessment task/activity
- relevant support and resources appropriate to each assessment task/activity.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolled in this module may already be competent in one or more of the learning outcomes. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 2

Note: Students must demonstrate competence in all learning outcomes to be credited with this module. The Learning Outcomes for Level 2 are detailed on the following pages.

Learning outcome 2.1 Writing for Self Expression

Write a short recount, narrative or expressive text on a familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure ideas, information and/or events coherently

Length/complexity

(d) write at least one paragraph

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg. dictionary, personal work lists)
- model texts.

The subject matter will be everyday and may include some unfamiliar aspects.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of recount, narrative and expressive texts
 - appropriateness to audience and purpose
 - descriptive language
 - setting

Structure

- Structural conventions of recount, narrative and expressive texts
 - appropriateness to audience and purpose
 - narrative; orientation, complication, resolution
 - informal letter format
 - chronological sequencing of events
 - recount; orientation, events, comment
 - description; identification followed by description

Mechanics

- Vocabulary, spelling and grammatical development
- Conventions of paragraph writing
 - topic sentences
 - supporting sentences

Assessment task

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student. Students should produce a folio of a recount, narrative or expressive text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write a recount about a personal experience. This could include a personal letter, but would need to include the conventions of letter writing, eg. write to a friend about an embarrassing experience you have had.
- Write a narrative (story) real or imaginary
- Write a description of people, places, activities or ideas which may be real or imaginary.

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 3, Language and Literacy Features and Performance Strategies.

Learning outcome 2.2 Writing for Practical Purposes

Write a short instructional or transactional text* on a familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure ideas and/or information coherently

Length/complexity

(d) write at least one paragraph or 3 to 4 pieces of information in point form

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

* transactional text - text to request, inform, confirm or clarify an action

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg. dictionary, personal word lists)
- model texts.

The subject matter will be everyday and may include some unfamiliar aspects.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of instructional or transactional texts
 - appropriateness to audience and purpose
 - technical language

Structure

- Structural conventions of instructional or transactional texts
 - appropriateness to audience and purpose
 - headings
 - maps and diagrams
 - dot points or lists
 - formal letter format
 - note format
 - instructions are sequential
 - instructions; statements of the goal, the materials needed or other requirements, the steps to achieve the goal
 - transactional letters; formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student. Students should produce a folio of an instructional or transactional text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write instructions, eg. recipe, directions, instructions for operating a machine
- Write a letter with a transactional purpose eg, explaining why your child was away from school, complaining that an appliance does not work, asking for information on a topic of study or inviting a guest speaker to the centre
- Write a note, eg. to a colleague or family member giving a phone message or similar
- Complete a simple form that requires some open ended information or a description eg. an accident form.

Mechanics

- Conventions of paragraph writing
 - topic sentences
 - supporting sentences
- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 3, Language and Literacy Features and Performance Strategies.

Learning outcome 2.3 Writing for Knowledge

Write a short report or explanatory text on a familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure information and ideas coherently

Length/complexity

(d) write at least one paragraph

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg. dictionary, personal word lists)
- model texts.

The subject matter will be everyday and may include some unfamiliar aspects.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of report or explanatory texts
 - appropriateness to audience and purpose
 - neutral tone of report
 - technical language

Structure

- Structural conventions of report or explanatory texts
 - appropriateness to audience and purpose
 - maps and diagrams
 - headings
 - general statement, factual description or logically sequenced explanation, conclusion

Mechanics

- Conventions of paragraph writing
 - topic sentences
 - supporting sentences
- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require more detailed description of the language features of this level should consult the National Reporting System Level 3, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student. Students should produce a folio of a report or explanatory text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write a report about an event, eg an excursion, a film or a meeting
- Write a paragraph explaining the results of a survey on a health issue
- Write a report about an experiment.

Learning outcome 2.4 Writing for Public Debate

Write a short argumentative text expressing a point of view on a familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure information and ideas coherently

Length/complexity

(d) write at least one paragraph

(e) provide evidence, which may be unconditional, for point of view

Mechanics

(f) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg. dictionary, personal word lists)
- model texts.

The subject matter will be everyday and may include some unfamiliar aspects.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of an argumentative text
 - appropriateness to audience and purpose

Structure

- Structural conventions of an argumentative text
 - appropriateness to audience and purpose
 - argument; statement of opinion, arguments and summing up

Mechanics

- Conventions of paragraph writing
 - topic sentences
 - supporting sentences
- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 3, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student. Students should produce a folio of a text stating their opinion, showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write at least one paragraph expressing an opinion on a topic currently in the news
- Write a 'letter to the editor' about something of personal concern
- Write on an interest of public concern providing evidence to support your position eg. compulsory unionism, lowering unemployment benefits, banning smoking in bars and hotels.

Learning outcome 2.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text on a familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Purpose

(a) identify the purpose of the text including any unstated meaning

Comprehension

(b) identify the main ideas and key descriptive details in the text

Application

(c) compare with texts on similar subjects or with similar text types

Critique

(d) express an opinion on the text as a whole and on specific aspects of the text such as the characters, place.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with everyday subject matter which may include some unfamiliar aspects
- should use some complex and compound sentences although simple sentence structures will be the most common
- should use familiar or everyday vocabulary which may include some unknown words
- should have a clear structure characteristic of the text type
- may include unambiguous illustrations related to the written text
- should be clearly laid out.

Content/underpinning knowledge

Texts may include:

- fiction (science fiction, romance, adventure, comedy, comics, poetry)
- non fiction (biographies, autobiographies)
- personal letters.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning
- Strategies to select reading material
 - cover
 - title
 - description on back of book (or dust cover)
 - recommendation or friend

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read a personal account of an event or experience and relate or compare it to own experiences
- Read a piece of fiction or poetry and comment on the structure and content
- Read a diary extract from an historical character. Link to other known information about this time.

- previous knowledge of author
- interest in topic
- skimming and scanning

• Text features and structure

- different text types have different structures
- events are usually sequenced chronologically
- descriptions identify what is to be described followed by description
- narrative format of orientation, complication and resolution
- recount format of orientation, events and comment.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation aids meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 3, Language and Literacy Features and Performance Strategies.

Learning outcome 2.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text* on familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Purpose

- (a) identify the purpose of the text including any unstated meaning

Comprehension

- (b) identify the main ideas and key factual descriptions or data in the text

Application

- (c) compare with texts on similar subjects or with similar text types

Critique

- (d) differentiate between factual information and opinions or other information conveyed by the text.

* transactional text - text to request, inform, confirm or clarify an action

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with everyday subject matter which may include some unfamiliar aspects
- should use some complex and compound sentences although simple sentence structures will be the most common and, where appropriate, information may be presented in point form
- should use familiar or everyday vocabulary which may include some unknown words
- should have a clear structure characteristic of the text type
- may include unambiguous illustrations, graphs or diagrams related to the written text
- may include headings and sub-headings or other ways of showing organisation of written text
- should be clearly laid out
- may be sequential (eg instructional texts).

Content/underpinning knowledge

Texts may include:

- instructions or directions such as procedural manuals
- formal letters from an organisation
- memos
- minutes of meetings
- forms
- notes from family or colleagues
- requests for leave
- work notices.

The content/underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - texts are meaningful and have purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read a letter from the Department of Social Security (or other government department) and explain what action is required and why
- Refer to written instructions to carry out a task
- Refer to written instructions to check why a task was not achieved.

- Strategies to select reading material
 - interest in topic
 - skimming and scanning
- Text features and structure
 - different text types have different structures
 - instructions and directions are sequential
 - sequencing devices eg numbers, bullet points
 - content and index
 - instructions; statement of the goal, the materials needed or other requirements, the steps to achieve the goal
 - transactional letters; formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation aids meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 3, Language and Literacy Features and Performance Strategies.

Learning outcome 2.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Purpose

(a) identify the purpose of the text including any unstated meaning

Comprehension

(b) identify the main ideas and key factual descriptions or data in the text

Application

(c) compare with texts on similar subjects or with similar text types

Critique

(d) express an opinion on the text identifying any overtly expressed opinions.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with everyday subject matter which may include some unfamiliar aspects
- should use some complex and compound sentences although simple sentence structures will be the most common
- should use familiar or everyday vocabulary which may include some unknown words
- should have a clear structure characteristic of the text type
- may include unambiguous illustrations, graphs or diagrams related to the written text
- should be clearly laid out
- may use formal tone eg report.

Content/underpinning knowledge

Texts may include:

- reports
- reference material
- informative magazine articles
- newspaper articles.

The content/underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning
- Strategies to select reading material
 - cover
 - title
 - description on back of book (or dust cover)
 - recommendation or friend

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read a brochure (or a segment of a brochure) on a health issue. Discuss the information in relation to other knowledge on the topic and identify any underlying assumptions or opinions.
- Read a union information sheet or bulletin. Examine it in terms of layout and content, identifying the purpose of the text and link with other known background information.
- Read an informative article from a magazine. Pick out the main ideas and discuss whether the author is giving his/her opinion and any obvious evidence of this.

- previous knowledge of author

- interest in topic
- skimming and scanning

• Text features and structure

- different text types have different structures
- content and index
- report and explanatory texts; general statement, factual description or logically sequenced explanation, conclusion
- news reports; headline, summary, elaboration, comments.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation aids meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 3, Language and Literacy Features and Performance Strategies.

Learning outcome 2.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a simple persuasive text on a familiar subject

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Purpose

(a) identify the purpose of the text including any unstated meaning

Comprehension

(b) identify the main ideas and key information and arguments in the text

Application

(c) compare with texts on similar subjects or with similar text types

Critique

(d) express an opinion on the text identifying persuasive devices used
 (e) express own view on the subject.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support, advice and modelling as required
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with everyday subject matter which may include some unfamiliar aspects
- should use some complex and compound sentences although simple sentence structures will be the most common
- should use familiar or everyday vocabulary which may include some unknown words
- should have a clear structure characteristic of the text type
- may include unambiguous illustrations, graphs or diagrams related to the written text
- should be clearly laid out
- should include some emotive devices (eg. emotive headline or picture, choice of language, a personal account to introduce the reader to an issue in an article).

Content/underpinning knowledge

Texts may include:

- letters to the editor
- material advertising a product, organisation or person
- texts expressing an opinion
- newspaper articles.

The underpinning knowledge may include, but is not restricted to:

- Identification of audience and purpose of text
- Texts represent author’s intentions or bias
 - language used
 - type of information given
 - emotive devices
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read a text in which politicians present opposite opinions. Attempt to identify which side the author favours by examining the sequence of the information or opinions presented, length of quotes, content of quotes, the plausibility ascribed to each speaker and point of view
- Read a newspaper article on an issue of public interest. Identify the position of the author and point to the vocabulary in the text that helps the reader to identify that position
- Read a letter to the editor, or more than one letter on the same issue but offering different views. Work out how they are different and examine the persuasive devices used.

- Strategies to select reading material
 - cover
 - title or heading
 - description on back of book (or dust cover)
 - recommendation from friend
 - previous knowledge of author
 - interest in topic
 - skimming and scanning

- Text features and structure
 - different text types have different structures
 - author interests and bias are expressed in texts
 - opinions can be expressed through omission of information
 - emotive language and devices
 - differentiate between fact and opinion
 - argument or persuasive text; statement of opinion, argument and summing up or recommendation.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation aids meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 3, Language and Literacy Features and Performance Strategies.

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. Appropriate modes of delivery may including classroom-based, teleconferencing and other off campus delivery formats.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible to allow students work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16.)

Learning resources

- Real life resources

Wherever possible students should work from real life resources, especially materials from their own life experience.

- Print based resources

The references listed below include teacher and learner resources. It is not a definitive list and should be amended and updated on a regular basis.

Adult Basic Education Accreditation Framework Project: Volume 1 Draft Competence Statements for Adult Reading and Writing, State Training Board and Division of Further Education, Melbourne, 1992.

Adult Basic Education Accreditation Framework Project: Volume 2 Appendices Draft Competence Statements for Adult Reading and Writing, State Training Board and Division of Further Education, Melbourne, 1992.

Baker, P. et al, *Writing Our Practice: Support documents for the reading, and writing and the oral communication streams of the Certificates of General Education for Adults*, Adult, Community and Further Education Board, Victoria, Melbourne, 1995

Bhela, B. & Parslow, J., *Stepping Out, Ideas for Literacy and Numeracy Tutors and Learners*, Adelaide Institute of Vocational Education, SA, Adelaide, 1993

Coates, S., Fitzpatrick, L., McKenna, A. and Makin, A., *National Reporting System*, Adult, Community and Further Education Division of Office of Training and Further Education, Melbourne, 1995

- Cornish, S. & Tristram, I., *Between the Lines workbook*, Australian Consolidated Press, Sydney
- Derewianka, B., *Exploring How Texts Work*, Primary English Teachers Association, Newtown, 1991
- Dixon, C. & Lyons, S., *A Teacher's Guide to Enhancing Literacy for Learners with Diverse Language and Cultural Backgrounds, who are studying in Adult Basic Education Programs*, Adult Community and Further Education Board, Victoria, Melbourne, 1995
- Faine, M., Smith, B. and Tiney, L. (eds), *A Time to Learn Units 1 & 2*, Adult, Community and Further Education Board, Victoria, Melbourne, 1993
- Faine, M., Smith, B. and Tiney, L. (eds), *A Time to Learn Units 3 & 4*, Adult, Community and Further Education Board, Victoria, Melbourne, 1994
- Fesl, E., *Bala Bala: Some literacy and educational perceptions of three Aboriginal Communities*, AGPS, Canberra, 1982
- Hammond, J., Burns, A., Joyce, H., Brosnan, D. & Gerot, L., *English for Social Purposes: A Handbook for teachers of adult literacy*, National Centre for English Language Teaching and Research, Sydney, 1992
- Hazell, P., *Reading Writing Roadshow (workbook)*, The Open Training and Education Network and Foundation Studies Training Division, NSW TAFE Commission, Redfern, 1994
- Rizetti, J., *More Than Just Words: Good practice in literacy provision in the Koorie vocational context*, Aboriginal Services Unit, Northern Melbourne Institute of TAFE, Preston, Victoria

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

INTEGRATED ASSESSMENT TASKS/ACTIVITIES FOR LEVEL 2

Many of the tasks/activities described here could be used with learners working at different levels. The texts used and produced will vary according to the level and to ensure all the assessment criteria are covered.

Organise a travel itinerary

This activity may best be done as a group activity.

You are a travel agent. A client of yours has just won a great deal of money in LOTTO and wishes to travel for up to three months later this year or early next year.

Work with this client and plan out an itinerary for them, taking into account their needs.

You are not restricted to the type of holiday or the method of travel but you must consider and discuss with your client his/her needs and interests.

1. Choose a client
 - An elderly lady interested in history who wishes to visit friends and relatives in Europe and North America, but who also wants to visit Asia.
 - A young man who is interested in a backpackers holiday in “unusual” places.
 - A doctor who would like to attend conferences in three major cities in the world. He would also like to visit as many art galleries as he is able in the time.
 - A mountaineer who wants to climb a mountain on at least two continents.
 - A young family of a man, woman and two young children who are travelling overseas for the first time. They want to travel to places of interest to children.
2. List the special interests of your client (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcomes 2.2. These activities also cover General Curriculum Options Stream, Learning Outcomes 2.3, 2.4, 2.6 & 2.8).
3. Obtain information about possible holiday destinations from tourist agents, embassies and consulates, travel organisations, the library or from the Internet. You may need to ring the organisations or write to them (Oral Communications Stream, Learning Outcomes 2.2, Reading and Writing Stream: Writing for Practical Purposes, Learning Outcomes 2.2 & General Curriculum Options Stream, Learning Outcome 2.1).
4. Plan and roughly draft the holiday itinerary based on the information you have got (Reading and Writing Stream: Reading for Knowledge & Writing for Practical Purposes, Learning Outcome 2.2 and General Curriculum Options Stream, Learning Outcome 2.2).
5. Write up the itinerary showing the destinations, dates of arrival and departure, costs etc. (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 2.2 General Curriculum Options Stream, Learning Outcome 2.3 & 2.5, and Numeracy and Mathematics Stream, Learning Outcome 2.3).
6. Detail the places of special interest for your client to see (Reading and Writing Stream: Writing for Knowledge, Learning Outcomes 2.3).
7. Present your tour itinerary to the rest of the class and explain the needs of your client and how you catered for them. Give reasons why you recommended the main stops on the itinerary (Oral Communication Stream, Learning Outcome 2.2 & General Curriculum Options Stream Learning Outcomes 2.3 & 2.8).

A simple science experiment

- As a class or in small groups conduct a simple scientific experiment
- Outline the procedure of experiment in step form (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 2.2).
- Write a report of the outcome of the experiment (Reading and Writing Stream: Writing for Knowledge, Learning Outcome 2.3).
- Write a personal reflection about what you've learnt (Reading and Writing Stream: Writing for Self Expression, Learning Outcome 2.1).

(These activities also cover General Curriculum Options Stream, Learning Outcomes 2.1, 2.2, 2.3 & 2.4)

Plan an excursion to the Law Courts

- Write directions from the place of study to the courthouse and draw a map (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 2.2 & Numeracy and Mathematics Stream, Numeracy for Personal Organisation - Location, Learning Outcome 1.4)
- Describe the layout of the court.
- Describe the role of designated individual(s).
- Report on or describe a case (Reading and Writing Stream: Writing for Knowledge 2.3).
- Reflect on the case in terms of the issue it raised eg. person charged with marijuana for personal use receives suspended sentence or an accused child abuser is released on bail (Reading and Writing Stream: Writing for Public Debate, Learning Outcome 2.4).
- This could also include pre-reading on the legal system or a specific issue (Reading and Writing Stream: Reading for Knowledge and/or Public Debate, Learning Outcomes 2.7 & 2.8).

(These activities also cover General Curriculum Options, Learning Outcomes 2.1, 2.3, 2.6 & 2.8).

Australian History

- Read texts about events in Australian history (Reading and Writing Stream: Reading for Knowledge, Learning Outcome 2.7).
- Locate major events or events of interest (Reading and Writing Stream: Reading for Knowledge, Learning Outcome 2.7).
- Make a timeline of the events (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 2.2).
- Highlight a number of these events and write a paragraph detailing each event (Reading and Writing Stream: Writing for Knowledge, Learning Outcome 2.3).
- Choose an event which represents a public issue and write about this. Express your opinion eg. early European/ Aboriginal conflict, Chinese/ diggers race conflicts, Eureka Stockade, women's role in early Australia (Reading and Writing Stream: Writing for Public Debate, Learning Outcome 2.4).
- Write about a personal experience of discrimination based on race/ gender/ political position etc. (Reading and Writing Stream: Writing for Self Expression, Learning Outcome 2.1).

(These activities also cover General Curriculum Options 2.1, 2.2, 2.3 & 2.6).

A Personal timeline

- Construct a personal time line from birth to the present day.
 - write in major personal events
 - write in major world events (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 2.2).
- Highlight one personal event and write about this (Reading and Writing Stream: Writing for Self Expression, Learning Outcome 2.1).
- Highlight one world event that stands out. Write your memories of this event (eg. man on the moon, Vietnam War and Protests, assassination of JFK) This highlights that this is about knowledge too! (Reading and Writing Stream: Writing for Self Expression, Learning Outcome 2.1).
- Research this event (Reading and Writing Stream: Reading for Knowledge, Learning Outcome 2.3). Write a paragraph on the event (Reading and Writing Stream: Writing for Knowledge, Learning Outcome 2.3)

OR

report to the group on the event (Oral Communication Stream, Learning Outcome 2.2).

(These activities also cover General Curriculum Options, Learning Outcomes 2.1, 2.2, 2.3 & 2.8).

Reading and Writing III

MODULE DETAILS

Module name

Reading and Writing III

Nominal duration

80 hours

Module code

VBC 852

Discipline code

1302205

MODULE PURPOSE

The purpose of this module is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level learners, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness.

At the end of the module learners will be able to read, comprehend and write a range of texts within a variety of contexts.

PRE-REQUISITES

Module 2 Reading and Writing or equivalent eg Level 3 competence in Reading and Writing Indicators of Competence of the National Reporting System or a course aligned to the National Reporting System at that level.

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

The correlation between the National Reporting System Indicators of Competence and the Learning Outcomes in this module is not always direct and in covering one Learning Outcome, it is possible to cover one or two Indicators of Competence. However, it should be assumed that competence in all learning outcomes of this module will indicate competence in all Reading and Writing Indicators of Competence at level 4 of the National Reporting System

| National Reporting System - Indicators of Competence | Reading and Writing Module 3 - Learning Outcomes |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| 4.1 Reads and interprets structurally intricate texts in chosen fields of knowledge which require integration of several pieces of information to generate meaning | 3.5, 3.6, 3.7 and 3.8 |
| 4.2 Interprets texts which include ambiguity and inexplicitness where reader needs to distinguish fact from opinion and infer purpose. | 3.5, 3.6, 3.7 and 3.8 |
| 4.3 Interprets and extrapolates from texts containing data which includes some abstraction, symbolism and technicality presented in graphic, diagrammatic, formatted or visual form. | 3.6, 3.7 and 3.8 |
| 4.4 Communicates complex relationships between ideas by matching style of writing to purpose and audience. | 3.1, 3.2, 3.3 and 3.4 |
| 4.5 Generates written texts reflecting a range of genres and using appropriate structure and layout. | 3.1, 3.2, 3.3 and 3.4 |

The Key Competencies

The module also addresses the Key Competencies, generic skills essential for effective participation in work, further education and daily life. These competencies, which form the basis of the General Curriculum Options Stream of this Certificates are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

In a literacy and numeracy classroom, students will be using and developing their skills in gathering information and presenting it in a variety of forms, working to agreed timelines and in consultation with the teacher and other students as well as employing a number of time management and problem solving skills. The use of computers, and the analysis of numeracy within texts is often required in the process of reading and creating written texts. Students are constantly examining where they stand in relation to texts and the place of those texts in broader cultural contexts.

CONTENT SUMMARY

The learning outcomes should be covered in a context and through subject matter that is relevant to the student.

A range of different text types or genres can be covered in each learning outcome. Although it is only necessary to cover one text type to show competence in a learning outcome, the learning situation should allow students to develop competence in reading and writing a range of text types.

Reading

While students working at this level may be able to understand and respond to written material that is more complex than they are able to read themselves, their comprehension and reading abilities are becoming more closely aligned. Reading texts to students or using audio tapes of texts may be appropriate, but students' reading ability should enable them to read texts which are sufficiently complex that they can examine text structure, tone, writer's purpose and stance.

Content and underpinning knowledge relevant to each learning outcome can be found in the Learning Outcome details.

SUMMARY OF LEARNING OUTCOMES

3.1 Writing for Self Expression

Write a recount, narrative or expressive text

3.2 Writing for Practical Purposes

Write an instructional or transactional text

3.3 Writing for Knowledge

Write a report or explanatory text

3.4 Writing for Public Debate

Write an argumentative or discursive text

3.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a narrative, recount or expressive text

3.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading an instructional or transactional text

3.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading an explanatory or informative text

3.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a persuasive or argumentative text

ASSESSMENT STRATEGY

Assessment method

Assessment will be in accordance with the assessment strategy and principles outlined in the section on Assessment Strategies in Course Information (see p. 14).

In this module assessment methods may include:

- teacher observation
- oral explanation of text
- written text
- student self assessment
- reflective work journals
- discussion.

Certificates in General Education for Adults

The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible, learning outcomes should be grouped together for assessment, ie. more than one learning outcome should be assessed in an assessment task/activity. For example, a teacher observation of a class discussion about a text read by learners could be used to assess both a reading learning outcome and a learning outcome in the Oral Communication Stream. Learners could also write a response to the text and cover one of the writing learning outcomes.

Examples of assessment tasks which relate mainly to a specific learning outcome can be found in learning outcome detail information. Examples of integrated assessment tasks/activities can be found at the end of this module. These examples are of tasks/activities that integrate and assess more than one learning outcome, sometimes within the Reading and Writing Stream, sometimes across Streams.

To be credited with this module the student must demonstrate competency in all learning outcomes. All assessment criteria in a learning outcome must be met in the one task for a learner to show competency of that outcome.

Assessing students with disabilities

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to record by *writing* in the traditional sense of the word, then an alternative means of recording may be used to demonstrate learning outcomes normally demonstrated through writing. Similarly, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf may sign their response, those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such learners to achieve the module outcomes in the stated nominal hours.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The needs of the student should be met by provision of:

- a flexible range of assessment tasks/activities
- a learning environment appropriate to each assessment task/activity
- relevant support and resources appropriate to each assessment task/activity.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolled in the Certificates of General Education for Adults may already be competent in one or more of the modules or in some learning outcomes within a module. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 3

Note: Students, must demonstrate competence in all learning outcomes to be credited with this module

The Learning Outcomes for Level 3 are detailed in the following pages.

Learning outcome 3.1 Writing for Self Expression

Write a recount, narrative or expressive text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure information, ideas and events to suit purpose

Length/complexity

(d) link several separate pieces of information within a text rather than treating them as separate units

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required (eg. dictionary, personal word lists, spell check)
- model texts.

Subject matter will be everyday and will include some unfamiliar material.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of recount, narrative and expressive texts
 - appropriateness to audience and purpose
 - techniques to convey feelings and ideas
 - figures of speech

Structure

- Structural conventions of recount, narrative and expressive texts
 - appropriateness to audience and purpose
 - paragraph writing
 - linking paragraphs
 - linking devices appropriate to text type
 - informal letter format
 - narrative; orientation, complication, resolution
 - chronological sequencing of events
 - recount; orientation, events comment
 - description; identification followed by description

Mechanics

- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 4, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the task should be grounded in a context relevant to the student. Students should produce a folio of a recount, narrative or expressive text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write a recount of several paragraphs about a personal experience, reflecting on experience or linking to general ideas or other experiences. This could include a personal letter, but would need to include the conventions of letter writing
- Write a biographical or autobiographical text of several paragraphs
- Conduct an interview with a local person and then write an article about her/him. Write the article so it would be suitable for publication in a local paper. (This could be linked with Learning Outcome 3.2 in the Oral Communication Stream.)

Prose texts such as stories, personal reflections and recounts, should be approximately 200 - 400 words.

Learning outcome 3.2 Writing for Practical Purposes

Write an instructional or transactional text*

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure information and/or ideas logically to suit purpose

Length/complexity

(d) present several separate pieces of information within a text including detailed factual descriptions or data

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

* transactional text - text to request, inform, confirm or clarify an action

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required (eg. dictionary, personal word lists, spell check)
- model texts.

Subject matter will be everyday and will include some unfamiliar material.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language, structural conventions of instructional or transactional texts
 - appropriateness to audience and purpose
 - technical language

Structure

- Structural conventions of instructional and transactional texts
 - appropriateness to audience and purpose
 - paragraph writing
 - linking paragraphs
 - linking devices appropriate to text type
 - headings and sub-headings
 - maps and diagrams
 - dot points
 - formal letter format
 - note format
 - form and table structure
 - instructions are sequential
 - instructions; statements of the goal, the materials needed or other requirements, the steps to achieve the goal
 - transactional letters; formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close

Mechanics

- Vocabulary, spelling and grammatical development
 - nominalisation

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 4, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the task should be grounded in a context relevant to the student. Students should produce a folio of an instructional or transactional text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write instructions on how to use a machine (context could be in the home, community or at work)
- Write a letter with a transactional purpose eg application for a job, or to a business asking for replacement of faulty goods. The letter of application should detail the reasons you want the job, your skills and experience relevant to the job and why you would be suitable for the job. The letter asking for replacement of faulty goods should include the date and place of purchase, an explanation of the problem and a clear statement of the action you wish to take.
- Write a note explaining that a machine has broken down. Explain in some detail what happened, the possible fault and reason for it occurring
- Complete a form in everyday use which requires at least a paragraph of open ended information/description eg application form, accident report form
- Write a resume.

Learning outcome 3.3 Writing for Knowledge

Write a report or explanatory text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure information and ideas logically to suit purpose

Length/complexity

(d) relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion

Mechanics

(e) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required (eg. dictionary, personal word lists, spell check)
- model texts.

Subject matter will be everyday and will include some unfamiliar material.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of report or explanatory texts
 - appropriateness to audience and purpose
 - neutral tone of report
 - topic analysis
 - technical terms
 - abstract language
 - factual information
 - draw conclusion

Structure

- Conventions of structuring report or explanatory texts
 - appropriateness to audience and purpose
 - paragraph writing
 - linking paragraphs
 - linking devices appropriate to text type
 - report format
 - general statement, factual description or logically sequenced explanation, conclusion
 - maps and diagrams
 - headings and sub-headings
 - referencing
 - bibliography

Mechanics

- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 4, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the task should be grounded in a context relevant to the student. Students should produce a folio of a report or explanatory text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write a report for a local newsletter informing readers of a coming or past event
- Write an explanation of a system, event or phenomenon relevant to a classroom topic eg. history of computers, structure of government, a legal case
- Write a report on the state of bike paths in the city.

Prose texts should be approximately 200 - 400 words.

Learning outcome 3.4 Writing for Public Debate

Write an argumentative or discursive text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure information to suit purpose

Length/complexity

(d) relate several ideas or pieces of information within a text rather than treating them as separate units
 (e) provide evidence and argue persuasively for a point of view

Mechanics

(f) spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required (eg. dictionary, personal word lists, spell check)
- model texts.

Subject matter will be everyday and will include some unfamiliar material.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing

Purpose

- Identification of audience and purpose of text
- Language, tone and structural conventions of argumentative and discursive texts
 - appropriateness to audience and purpose
 - topic analysis
 - emotive language devices
 - supporting evidence
 - different points of view
 - draw conclusion

Structure

- Conventions of structuring writing
 - appropriateness to audience and purpose
 - paragraph writing
 - link paragraphs
 - using linking devices appropriate to text type
 - headings
 - argument; statement of opinion, arguments and summing up
 - discursive; opening statement, arguments for and against, conclusion or recommendations

Mechanics

- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 4, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the task should be grounded in a context relevant to the student. Students should produce a folio of a report or explanatory text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write an essay presenting two sides of an argument and giving evidence for one point of view. The essay should be at least 4 paragraphs in length
- Write a letter to a local paper arguing for the extension of bike paths in the area
- Write to the local council arguing for the need for extended bike paths in the municipality
- Write a discussion on an issue of public concern presenting the issues, analysing the information and recommending a course of action. The text should be at least 3 paragraphs in length.

Prose texts such as argumentative and discursive essays should be approximately 200 - 400 words.

Learning outcome 3.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a narrative, recount or expressive text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Purpose

(a) identify the purpose of the text including any inferred purpose

Comprehension

(b) identify the means used by the author to achieve the purpose of the text

Application

(c) compare or contrast with other texts

Critique

(d) express an opinion on the effectiveness of text taking into account its given text purpose and possible audience.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with everyday subject matter which include some unfamiliar aspects
- should use a variety of sentence structures
- may use some unknown or unfamiliar vocabulary
- should have a structure characteristic of the text type but information or story will not necessarily be presented in chronological order
- may include abstract or symbolic illustrations
- may include changes in voice or tone that are not clearly signalled
- may be ambiguous or inexplicit.

Content/underpinning knowledge

Texts may include:

- fiction (science fiction, romance, adventure, comedy, comics, poetry, etc.)
- non fiction (bibliographies, autobiographies)
- personal letters.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author’s experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning
- Strategies to select reading material
 - cover
 - title
 - description on back of book (or dust cover)
 - recommendation or friend

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read, discuss and compare 2 or 3 biographical texts
- Read a Greek myth and a Koorie dreamtime story and compare the structure and meaning of the texts.
- Read a number of texts about a famous person. The texts should represent different genres but should include a biographical or autobiographical text. Reflect on how the person is portrayed in each of the different texts and how this affects the perception of him/her. (This could be linked to Learning Outcome 3.6, Reading for Knowledge, in the Reading and Writing Stream.)

- previous knowledge of author
- interest in topic
- skimming and scanning

Text features and structure

- different text types have different structures
- divisions between sections of text (overt and obscure)
- orientation to set the context
- events are usually sequenced chronologically
- descriptions identify what is to be described followed by the description
- narrative format of orientation, complication and resolution
- recount format of orientation, events and comment.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation enhances meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 4, Language and Literacy Features and Performance Strategies.

Learning outcome 3.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading an instructional or transactional text*

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Purpose

(a) identify the purpose of the text including any inferred purpose

Comprehension

(b) identify the means used by the author to achieve the purpose of the text including, where appropriate, the use of opinions as opposed to factual information

Application

(c) compare or contrast with other texts

Critique

(d) express an opinion on the effectiveness of text taking into account its given text purpose and possible audience.

* transactional text - text to request, inform, confirm or clarify an action

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- will deal with everyday subject matter which includes some unfamiliar aspects
- will use a variety of sentence structures
- may use some unknown or unfamiliar vocabulary including technical terms
- should have a structure characteristic of the text type that emphasises detail, position and/or sequence
- may include complex diagrams or graphs
- may include information that distracts from the task or process
- instructions will be sequential.

Content/underpinning knowledge

Texts may include:

- instructions or directions such as procedural manuals
- formal letters from an organisation
- memos
- minutes of meetings
- forms
- notes from family or colleagues
- work notices.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read 3 or 4 letters of complaint, compare the structure of the letters and their effectiveness given their purpose and likely audience
- Collect and read a range of do-it-yourself instruction sheets on, for example, making a table. Evaluate the clarity and effectiveness of these given the text purpose and audience
- The photocopier used by the class breaks down. Use the manual to identify the fault and how to fix it. Discuss whether the instructions were easy to follow and why or why not.

- Strategies to select reading material
 - interest in topic
 - skimming and scanning
 - using content and index to locate specific information

- Text features and structure
 - different text types have different structures
 - divisions between sections of text (overt and obscure)

- index and content sections
- instructions and directions are sequential
- instructions; statement of the goal, the materials needed or other requirements, the steps to achieve the goal
- transactional letters and texts; formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation enhances meaning

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 4, Language and Literacy Features and Performance Strategies.

Learning outcome 3.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading an explanatory or informative text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Purpose

(a) identify the purpose of the text including any inferred purpose

Comprehension

(b) identify the means used by the author to achieve the purpose of the text

(c) identify any missing, misleading or questionable information, evidence or examples, if appropriate to the text

Application

(d) compare or contrast with other texts

Critique

(e) express an opinion on the effectiveness of text taking into account its given text purpose and possible audience.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- will deal with everyday subject matter which includes some unfamiliar aspects
- will use a variety of sentence structures
- may use some unknown or unfamiliar vocabulary including technical terms
- should have a structure characteristic of the text type that emphasises detail, position or sequence
- may include complex diagrams or graphs
- may include information that distracts from the task or process
- reports will use formal tone.

Content/underpinning knowledge

Texts may include:

- reports
- reference material
- informative magazine articles
- newspaper articles.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning.
- Strategies to select reading material
 - title
 - description on back of book (or dust cover)
 - recommendation or friend
 - previous knowledge of author
 - interest in topic

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read and compare two informative articles on the same topic. Decide which is the more effective and why
- Compare information (perhaps from a survey you have conducted) presented in a table, or other graphical format, with that presented as prose text. Discuss the clarity of the information and the effectiveness of presenting material in different formats and whether the reader is more likely to be misled if information is presented in certain formats.

- skimming and scanning
- content and index to locate specific information
- Text features and structure
 - different text types have different structures
 - divisions between sections of text (overt and obscure)
 - content and index
 - report and explanatory texts; general statement, factual description or logically sequenced explanation, conclusion
 - news reports; headline, summary, elaboration, comments

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation enhances meaning

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 4, Language and Literacy Features and Performance Strategies.

Learning outcome 3.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a persuasive or argumentative text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

Purpose

(a) identify the purpose of the text including any inferred purpose

Comprehension

(b) identify the means used by the author to achieve the purpose of the text

Application

(c) compare or contrast with other texts

Critique

(d) express an opinion on the effectiveness of text and the strength and appropriateness of the evidence
 (e) express own view on the subject giving reasons.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- will deal with everyday subject matter which includes some unfamiliar aspects
- will use a variety of sentence structures
- may use some unknown or unfamiliar vocabulary
- will include emotive devices (eg. emotive headline or picture, choice of language, a personal account to introduce the reader to an issue in an article, rhetoric)
- should have a structure characteristic of the text type
- may include complex diagrams or graphs or abstract or symbolic illustrations
- may include a discussion of opposing points of view on a subject
- will include evidence that supports the arguments presented
- will highlight logical connections and inferences
- will present arguments conveying a tone of reasonableness.

Content/underpinning knowledge

Texts may include:

- letters to the editor
- material advertising product, organisation or person
- editorial
- newspaper articles.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning
- Strategies to select reading material
 - cover
 - title
 - description on back of book (or dust cover)
 - recommendation or friend

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read one or more letters to the editor on the same issue but offering different views. Work out how they are different by examining structure, vocabulary and persuasive devices. Comment on the effectiveness of the letter/s.
- Examine a text which has clearly expressed opinions. Contrast this with another text where the opinion is covertly stated. Evaluate the effectiveness of each text.

- previous knowledge of author
- interest in topic
- skimming and scanning

• Text features and structure

- different text types have different structures
- divisions between sections of text (overt and obscure)
- authors' interests and bias are expressed in texts
- opinions can be expressed through omission of information
- emotive language devices
- differentiate between fact and opinion
- values and attitudes may be implicit and explicit
- argument or persuasive text; statement of opinion, argument and summing up or recommendation
- discursive; opening statement, arguments for and against, conclusion or recommendations.

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation enhances meaning.

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 4, Language and Literacy Features and Performance Strategies.

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. Appropriate modes of delivery may including classroom-based, teleconferencing and other off campus delivery formats.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16)

Learning resources

- Real life resources

Wherever possible students should work from real life resources, especially materials from their own life experience.

- Print based resources

The references listed below include teacher and learner resources. It is not a definitive list and should be amended and updated on a regular basis.

Adult Basic Education Accreditation Framework Project: Volume 1 Draft Competence Statements for Adult Reading and Writing, State Training Board and Division of Further Education, Melbourne, 1992

Adult Basic Education Accreditation Framework Project: Volume 2 Appendices Draft Competence Statements for Adult Reading and Writing, State Training Board and Division of Further Education, Melbourne, 1992

Baker, P. et al, *Writing Our Practice: Support documents for the reading, and writing and the oral communication streams of the Certificates of General Education for Adults*, Adult, Community and Further Education Board, Victoria, Melbourne, 1995

Blay, A., *Slices of Science; a resource for Adult Basic Education*, Adult, Community and Further Education Board, Victoria, Melbourne, 1994

Coates, S., Fitzpatrick, L., McKenna, A. and Makin, A., *National Reporting System*, Adult, Community and Further Education Division of Office of Training and Further Education, Melbourne, 1995

Derewianka, B., *Exploring How Texts Work*, Primary English Teachers Association, Newtown, 1991

DeNeef, J., *Understanding Work Hazards*, Adult Migrant Education Services, Victoria, Melbourne, 1991

Dixon, C. & Lyons, S., *A Teacher's Guide to Enhancing Literacy for Learners with Diverse Language and Cultural Backgrounds, who are studying in Adult Basic Education Programs*, Adult Community and Further Education Board, Victoria, Melbourne, 1995

Fesl, E., *Bala Bala: Some literacy and educational perceptions of three Aboriginal Communities*, AGPS, Canberra, 1982

Freeman, W., *Both Sides*, Classic Communication Skills, Sydney, 1993

Hammond, J., Burns, A., Joyce, H., Brosnan, D. & Gerot, L., *English for Social Purposes: A Handbook for teachers of adult literacy*, National Centre for English Language Teaching and Research, Sydney, 1992

Kilner, J., *What's the News?*, The Victorian Association for the Teaching of English, Carlton

Phillips, R. and McQueen, J., *Legal Action: A Resource for Adult Literacy and Basic Education Teachers*, Northcote Community Legal Service, Northcote, 1993

Rizetti, J., *More Than Just Words: Good practice in literacy provision in the Koorie vocational context*, Aboriginal Services Unit, Northern Melbourne Institute of TAFE, Preston, Victoria

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

INTEGRATED ASSESSMENT TASKS/ACTIVITIES FOR LEVEL 3

Many of the tasks/activities described here could be used with learners working at different levels. The texts used and produced will vary according to the level and to ensure all the assessment criteria are covered.

A pamphlet on fire control

- Contact the Fire Department for information about how to prevent house fires (Oral Communication Stream, Learning Outcome 3.2).
- Read the information highlighting the most important information (Reading and Writing Stream: Reading for Knowledge, Learning Outcome 3.7).
- Design a pamphlet for new home owners to tell them of the dangers of fire in the house and how to prevent house fires. Think about the diagrams that could be used to make it clearer.
- Decide where the information should go on the pamphlet.
- Write the content for the pamphlet. Enter it onto a computer (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 3.2).
- Using a computer lay out the pamphlet. You may need to edit what you have written. Remember to use diagrams and make the pamphlet look interesting.

(These activities also cover General Curriculum Options, Learning Outcomes 3.1, 3.2, 3.3, 3.5 & 3.7).

An excursion

- In groups students organise an excursion relevant to a theme they are discussing
- After the excursion students produce a flyer on the place they went for the excursion detailing the highlights, how to get there and the cost (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 3.2).
- Write a report on the excursion for the student newsletter (Reading and Writing Stream: Writing for Knowledge, Learning Outcome 3.3).

(These activities also cover General Curriculum Options, Learning Outcomes 3.1, 3.2, 3.3 & 3.4)

Culture and you

- Study the culture of a particular group (Reading and Writing Stream: Reading Knowledge, Learning Outcome 3.7).
- Imagine you belong to this group and write an imaginary piece about a day in your life or a particular occasion or celebration (Reading and Writing Stream: Writing for Self Expression, Learning Outcome 3.1).
- Write an informative piece about the same event or occasion (Reading and Writing Stream: Writing for Knowledge, Learning Outcome 3.3)

(These activities also cover General Curriculum Options, Learning Outcomes 3.3 & 3.8)

● Reading and Writing IV

MODULE DETAILS

Module name

Reading and Writing IV

Nominal duration

80 hours

Module code

VBC 853

Discipline code

1302205

MODULE PURPOSE

The purpose of this module is to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level learners produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text.

At the end of the module learners will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

● PRE-REQUISITES

Module 3 Reading and Writing or equivalent eg Level 4 competence in Reading and Writing Indicators of Competence of the National Reporting System or a course aligned to the National Reporting System at that level.

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

The correlation between the National Reporting System Indicators of Competence and the Learning Outcomes in this module is not always direct and in covering one Learning Outcome, it is possible to cover one or two Indicators of Competence. However, it should be assumed that competence in all learning outcomes of this module will indicate competence in all Reading and Writing Indicators of Competence at level 5 of the National Reporting System

| National Reporting System - Indicators of Competence | Reading and Writing Module 4 - Learning Outcomes |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| 5.1 Reads and interprets structurally intricate texts in chosen fields of knowledge and across a number of genres, which involve complex relationships between pieces of information and/or propositions. | 4.5, 4.6, 4.7 and 4.8 |
| 5.2 Interprets subtle nuances, infers purpose of author and makes judgements about the quality of an argument. | 4.5, 4.6, 4.7 and 4.8 |
| 5.3 Reads and critically evaluates texts containing data which includes some abstraction, symbolism and technicality presented in graphic, diagrammatic, formatted or visual form. | 4.6, 4.7 and 4.8 |
| 5.4 Demonstrates well developed writing skills by selecting stylistic devices to express complex relationships between ideas and purposes. | 4.1, 4.2, 4.3 and 4.4 |
| 5.5 Generates complex written texts with control over generic structure. | 4.1, 4.2, 4.3 and 4.4 |

The Key Competencies

The module also addresses the Key Competencies, generic skills essential for effective participation in work, further education and daily life. These competencies, which form the basis of the General Curriculum Options Stream of this Certificates are:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others and in teams
- using mathematical ideas and techniques
- solving problems
- using technology.

In a literacy and numeracy classroom, students will be using and developing their skills in gathering information and presenting it in a variety of forms, working to agreed timelines and in consultation with the teacher and other students as well as employing a number of time management and problem solving skills. The use of computers, and the analysis of numeracy within texts is often required in the process of reading and creating written texts. Students are constantly examining where they stand in relation to texts and the place of those texts in broader cultural contexts.

CONTENT SUMMARY

The learning outcomes should be covered in a context and through subject matter that is relevant to the student.

A range of different text types or genres can be covered in each learning outcome. Although it is only necessary to cover one text type to show competence in a learning outcome, the learning situation should allow students to develop competence in reading and writing a range of text types.

Content and underpinning knowledge relevant to each learning outcome can be found in the Learning Outcome details.

SUMMARY OF LEARNING OUTCOMES

4.1 Writing for Self Expression

Write a complex recount, narrative or expressive text

4.2 Writing for Practical Purposes

Write a complex instructional or transactional text

4.3 Writing for Knowledge

Write a complex report or explanatory text

4.4 Writing for Public Debate

Write a complex argumentative or discursive text

4.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text

4.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text

4.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text

4.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

ASSESSMENT STRATEGY

Assessment method

Assessment will be in accordance with the assessment strategy and principles outlined in the section on Assessment Strategies in Course Information (see p. 14).

In this module assessment methods may include:

- teacher observation
- oral explanation of text
- written text
- student self assessment
- reflective work journals
- discussion.

The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible, learning outcomes should be grouped together for assessment, ie. more than one learning outcome should be assessed in an assessment task/activity. For example, a teacher observation of a class discussion about a text read by learners could be used to assess both a reading learning outcome and a learning outcome in the Oral Communication Stream. Learners could also write a response to the text and cover one of the writing learning outcomes.

Examples of assessment tasks which relate mainly to a specific learning outcome can be found in learning outcome detail information. Examples of integrated assessment tasks/activities can be found at the end of this module. These examples are of tasks/activities that integrate and assess more than one learning outcome, sometimes within the Reading and Writing Stream, sometimes across Streams.

To be credited with this module the student must demonstrate competency in all learning outcomes. All assessment criteria in a learning outcome must be met in the one task for a learner to show competency of that outcome.

Assessing students with disabilities

Flexibility in assessment methods is important, particularly for students with disabilities. For example, if a person is unable to record by *writing* in the traditional sense of the word, then an alternative means of recording may be used to demonstrate learning outcomes normally demonstrated through writing. Similarly, if a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf may sign their response, those with a physical disability may use a voice synthesiser or communication board. In some instances the time taken to respond in alternative modes may be considerably longer than through speech and it may be unrealistic to expect such learners to achieve the module outcomes in the stated nominal hours.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The needs of the student should be met by provision of:

- a flexible range of assessment tasks/activities
- a learning environment appropriate to each assessment task/activity
- relevant support and resources appropriate to each assessment task/activity.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolled in the Certificates of General Education for Adults may already be competent in one or more of the modules or in some learning outcomes within a module. They should be given the opportunity to show competence through:

- formal RPL procedure
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 4

Note: Students must demonstrate competence in all learning outcomes to be credited with this module.

The Learning Outcomes for Level 4 are detailed in the following pages.

Learning outcome 4.1 Writing for Self Expression

Write a complex recount, narrative or expressive text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) organise information to suit purpose

Length/complexity

(d) incorporate a range of topics, beliefs, issues or experiences

(e) use literacy devices and descriptions of character and atmosphere to locate people and events in time and space, to convey feelings and infer attitudes

Mechanics

(f) spell, punctuate and use grammar with considerable accuracy.

Conditions of assessment

The student will have access to

- a learning environment appropriate to the task
- feedback as required and clarification and discussion of strategies and techniques
- communication supports as required (eg dictionary, spell check)
- model texts.

Subject matter will deal with general situations and some abstract concepts.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing - and awareness of the usefulness of the process in enhancing meaning and effectiveness

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of recount, narrative or expressive texts
 - appropriateness to audience and purpose
 - techniques to convey feelings and ideas
 - figures of speech
 - language to convey shades of meaning

Structure

- Conventions of structuring text
 - appropriateness to audience and purpose
 - paragraph writing and linking
 - linking devices appropriate to text type
 - narrative; orientation, complication, resolution
 - chronological sequencing of events
 - recount; orientation, events, comment
 - description; identification followed by description

Mechanics

- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 5, Language and Literacy Features and Performance Strategies.

Assessment task

Where possible more than one learning outcome should be assessed in one task and should be grounded in a context relevant to the student. Students should produce a folio of a recount, narrative or expressive text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write a vivid description of a significant event from your childhood. Imagine you are writing it for your grandchildren to read
- Write a short children's story
- Using a human interest or newspaper story as stimulus, imagine and describe the events leading up to or around the event (This could be linked to Learning Outcome 4.7, Reading for Knowledge in the Reading and Writing Stream)
- Interview someone of a different age about their reflections of a certain period or event in their lifetime. Write a biographical text reflecting and drawing on personal experience, and knowledge of the era or event. (This could be linked to Learning Outcome 4.5 or 4.7, Reading for Self Expression or Reading for Knowledge in the Reading and Writing Stream).

Prose texts such as stories, personal reflections and recounts, should be approximately 400 - 600 words.

Learning outcome 4.2 Writing for Practical Purposes

Write a complex instructional or transactional text*

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text type and audience

Structure

(c) organise information and/or ideas logically to suit purpose

Length/complexity

(d) present specialist and/or technical knowledge, highlighting features of special note
 (e) present information accurately, clearly and concisely

Mechanics

(f) spell, punctuate and use grammar with considerable accuracy.

* transactional text - text to request, inform, confirm or clarify an action

Conditions of assessment

The student will have access to

- a learning environment appropriate to the task
- feedback as required and clarification and discussion of strategies and techniques
- communication supports as required (eg dictionary, spell check)
- model texts.

Subject matter will deal with general situations and some abstract or technical concepts.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing - and awareness of the usefulness of the process in enhancing meaning and effectiveness

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of instructional or transactional texts
 - appropriateness to audience and purpose
 - technical language

Structure

- Conventions of structuring instructional or transactional texts
 - appropriateness to audience and purpose
 - paragraph writing and linking
 - linking devices appropriate to text type
 - details of position and sequence
 - headings and sub-headings
 - maps and diagrams
 - dot points
 - formal letter format
 - memo format
 - form and table format
 - format of minutes of meetings
 - instructions are sequential
 - instructions; statements of the goal, the materials needed or other requirements, the steps to achieve the goal

Assessment tasks

Where possible more than one learning outcome should be assessed in one task and should be grounded in a context of relevance to the student. Students should produce a folio of an instructional or transactional text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Prepare a leaflet on nutrition and cooking, including 3 recipes to support the nutritional information. (This could be linked to Learning Outcome 4.7, Reading for Knowledge, in the Reading and Writing Stream.)
- Write a memo, or a work or public notice making sure the information is clearly structured and presented for the intended audience
- Write the minutes of a meeting you attended recently.

- transactional letters; formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close

Mechanics

- Vocabulary, spelling and grammatical development
 - nominalisation

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 5, Language and Literacy Features and Performance Strategies.

Learning outcome 4.3 Writing for Knowledge

Write a complex report or explanatory text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) sequence and structure information and ideas logically to suit purpose

Length/complexity

(d) present a range of concepts and facts within a specialist field of knowledge including some abstract or technical concepts
 (e) present information accurately, clearly and concisely

Mechanics

(f) spell, punctuate and use grammar with considerable accuracy.

Conditions of assessment

The student will have access to

- a learning environment appropriate to the task
- feedback as required and clarification and discussion of strategies and techniques
- communication supports as required (eg dictionary, spell check)
- model texts.

Subject matter will deal with general situations and some abstract or technical concepts.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing - and awareness of the usefulness of the process in enhancing meaning and effectiveness

Purpose

- Identification of audience and purpose of text
- Tone and language conventions to report or explanatory texts
 - appropriateness to audience and purpose
 - topic analysis
 - neutral tone of report
 - technical terms
 - abstract language
 - linking of factual information with viewpoints
 - some dense sentence structures

Structure

- Conventions of structuring report or explanatory texts
 - appropriateness to text type
 - paragraph writing and linking
 - linking devices appropriate to text type
 - report format
 - general statement, factual description or logically sequenced explanation, conclusion
 - maps and diagrams
 - headings and sub-headings

Assessment tasks

Where possible more than one learning outcome should be assessed in one task and should be grounded in a context of relevance to the student. Students should produce a folio of a report or explanatory text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Write an analytical report. The topic should be negotiated by the teacher and learner
- Write an explanation of a natural phenomenon, eg. how the wind blows, for primary school children
- Write an information brochure on a health or environmental issue. The topic will need to be researched and include technical information that is presented in a way that is easy for the general public to understand. (This could be linked to Learning Outcome 4.7, Reading for Knowledge, in the Reading and Writing Stream.)

Prose texts should be approximately 400 - 600 words.

- numbering system
- referencing
- bibliography

Mechanics

- Vocabulary, spelling and grammatical development
 - nominalisation

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 5, Language and Literacy Features and Performance Strategies.

Learning outcome 4.4 Writing for Public Debate

Write a complex argumentative or discursive text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Writing process

(a) use the processes of planning, drafting and editing to produce written texts

Purpose

(b) use language and tone appropriate to text purpose and audience

Structure

(c) organise information and ideas to suit purpose

Length/complexity

(d) acknowledge opposing point/s of view
 (e) provide evidence to support own argument

Mechanics

(f) spell, punctuate and use grammar with considerable accuracy.

Conditions of assessment

The student will have access to

- a learning environment appropriate to the task
- feedback as required and clarification and discussion of strategies and techniques
- communication supports as required (eg dictionary, spell check)
- model texts.

Subject matter will deal with general situations and some abstract concepts.

Content/underpinning knowledge

The underpinning knowledge may include, but is not restricted to:

Writing process

- Stages or processes of writing - planning, drafting and editing - and awareness of the usefulness of the process in enhancing meaning and effectiveness

Purpose

- Identification of audience and purpose of text
- Tone and language conventions of argumentative or discursive texts
 - appropriateness to audience and purpose
 - topic analysis
 - emotive language devices (bias, rebuttal, irony and satire)
 - supporting evidence

Structure

- Conventions of structuring argumentative or discursive texts
 - appropriateness to text type
 - paragraph writing and linking
 - using linking devices appropriate to text type
 - headings
 - referencing
 - bibliography
 - argument, statement of opinion, arguments and summing up
 - discursive; opening statement, arguments for and against, conclusion or recommendations

Mechanics

- Vocabulary, spelling and grammatical development

Learning to learn

- Awareness of personal writing strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 5, Language and Literacy Features and Performance Strategies.

Assessment tasks

Where possible more than one learning outcome should be assessed in one task and should be grounded in a context of relevance to the student. Students should produce a folio of an argumentative or discursive text showing drafts and final text.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Choose an issue of relevance to the local community and write a speech to persuade people of your point of view
- Write an argumentative or discursive essay on a topic of public concern such as industrial relations, sexism in the community, censorship. Present both points of view and provide evidence to support the view taken
- Write two editorials, each one representing an opposing point of view.

Prose texts, such as essays, should be approximately 400 - 600 words.

Learning outcome 4.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Purpose

(a) identify the purpose of the text including any inferred purpose and the means used to achieve purpose

Comprehension

(b) identify the fundamental point of view shaping the text and the devices used to present that point of view (eg. characters)

Application

(c) compare and contrast with other texts

Critique

(d) present an opinion on the text taking into account the content and its effectiveness.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- feedback as required and clarification and discussion of strategies and techniques
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with subject matter covering general situations and some abstract concepts
- should use a variety of sentence structures
- will use broad vocabulary including idiom, colloquialisms and cultural references
- will have a complex structure representative of the text
- may include abstract, symbolic or stylised illustrations
- may have diversity of tone
- may be ambiguous and have some meanings implied.

Content/underpinning knowledge

Texts may include:

- fiction (science fiction, romance, adventure, comedy, comics, poetry)
- non fiction (biographies, autobiographies)
- personal letters.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning
 - layout and indexing provide clues to content
- Strategies to select reading material
 - cover
 - title
 - description on back of book (or dust cover)
 - recommendation or friend

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read a fictional text, identify the point of view shaping the text and discuss the devices used to present the point of view
- Read a narrative text. Use a narrative structure graph to plot the storyline of the text. Discuss the main incidents or events in the text and compare and contrast with other texts, both print and non-print
- Read two short horror stories. Compare and contrast the devices used to establish the atmosphere in the text and comment on their effectiveness.

- previous knowledge of author
- interest in topic
- skimming and scanning

• Text features and structure

- different text types have different structures
- divisions between sections of text (obvious and obscure)
- orientation to set the context
- events are usually sequenced chronologically
- descriptions identify what is to be described followed by the description
- narrative format of orientation, complication and resolution
- recount format of orientation, events and comment

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation enhances meaning

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 5, Language and Literacy Features and Performance Strategies.

Learning outcome 4.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text*

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Purpose

- (a) identify the purpose of the text including any inferred purpose and the means used to achieve purpose

Comprehension

- (b) differentiate between instruction and interpretation
- (c) identify any misleading information in the text

Application

- (d) compare and contrast with other known texts

Critique

- (e) present an opinion on the text taking into account the content and its effectiveness.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- feedback as required and clarification and discussion of strategies and techniques
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with subject matter covering general situations and some abstract and technical concepts
- should use a variety of sentence structures
- will use technical terms and abstract nouns
- will have a complex structure representative of the text
- may include complex diagrams or graphs
- may use diverse tones
- will include specialist knowledge
- may use standard referencing.

* transactional text - text to request, inform, confirm or clarify an action

Content/underpinning knowledge

Texts may include:

- instructions or directions such as procedural manuals
- formal letters from an organisation
- memos
- minutes of meetings
- complex forms.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning
 - layout and indexing provide clues to content.

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read a set of instructions which include some commentary or interpretative remarks and comment on their effectiveness
- Read minutes for a series of meetings to become familiar with the issues and topics of discussion. Summarise these and comment on their structure and effectiveness
- Collect information from different banks on credit card options. Evaluate the clarity of the texts and their effectiveness, noting any ways they encourage use of their credit card facilities. (This could be linked with Learning Outcome 4.8, Reading for Public Debate, in the Reading and Writing Stream.)

• Strategies to select reading material

- interest in topic
- skimming and scanning
- content and index to locate specific information

• Text features and structure

- different text types have different structures
- divisions between sections of text (obvious and obscure)
- index and content sections
- instructions and directions are sequential
- instructions; statements of the goal, the materials needed or other requirements, the steps to achieve the goal
- transactional letters and texts; formal opening, statement of purpose, details, request, confirm, inform or clarify action, formal close

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation enhances meaning

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 5, Language and Literacy Features and Performance Strategies.

Learning outcome 4.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Purpose

- (a) identify the purpose of the text including any inferred purpose and the means used to achieve purpose

Comprehension

- (b) differentiate between information and interpretation in the text
- (c) extract information relevant to given research task

Application

- (d) compare and contrast with other texts

Critique

- (e) analyse the conclusions reached
- (f) present an opinion on the text taking into account the content and the effectiveness of the text.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- feedback as required and clarification and discussion of strategies and techniques
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with subject matter covering general situations and some abstract or technical concepts
- should use a variety of sentence structures
- will use technical terms and abstract nouns
- will have a complex structure representative of the text
- may include complex diagrams or graphs
- reports will use a neutral tone
- will include specialist knowledge and detailed descriptions
- will use standard referencing
- may include opinions as well as information.

Content/underpinning knowledge

Texts may include:

- reports
- reference material
- informative magazine or journal articles
- biographies
- newspaper articles.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
 - it is not necessary to read every word to gain meaning
 - skimming and scanning
 - reading for detail
 - context can be used to predict meaning
 - layout and indexing provide clues to content.

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Read two or more informative or explanatory texts on the same topic, noting the author's purpose and if the purpose was effectively achieved. The topic to be negotiated between the teacher and learner
- Research a specific topic of local concern and present the information in a report format being sure to comment on the effectiveness of the texts. The report should include recommendations. (This could be linked to Learning Outcome 4.3, Writing for Knowledge, in the Reading and Writing Stream.)

• Strategies to select reading material

- title
- recommendation or friend
- previous knowledge of author
- interest in topic
- skimming and scanning
- content and index to locate specific information

• Text features and structure

- different text types have different structures
- divisions between sections of text (obvious and obscure)
- content and index
- report and explanatory texts; general statement, factual description or logically sequenced explanation, conclusion
- news reports; headline, summary, elaboration, comments

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation enhances meaning

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 5, Language and Literacy Features and Performance Strategies.

Learning outcome 4.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

Purpose

- (a) identify the purpose of the text including any inferred purpose and the means used to achieve purpose

Comprehension

- (b) identify the underlying values system implicit in the text

Application

- (c) compare and contrast with other texts

Critique

- (d) evaluate the arguments and evidence given
- (e) present an opinion on the text taking into account the content and the effectiveness of the text.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- feedback as required and clarification and discussion of strategies and techniques
- communication supports as required (eg dictionary, personal word lists).

Texts at this level:

- should deal with subject matter covering general situations and some abstract concepts
- should use a variety of sentence structures
- will use broad vocabulary including idiom, colloquialisms and cultural references
- will have a complex structure representative of the text
- may include abstract, symbolic or stylised illustrations
- may have diversity of tone
- may be ambiguous and have some meanings implied
- may include standard referencing
- will use emotive devices some of which may be subtle or subliminal (eg. emotive headline or picture, choice of language, a personal account to introduce the reader to an issue in an article, rhetoric)
- will provide evidence for argument/s.

Content/underpinning knowledge

Texts may include:

- reports
- reference material
- informative magazine articles
- newspaper articles.

The underpinning knowledge may include, but is not restricted to:

- Text audience and purpose
 - identification of audience and purpose of text
 - texts represent author's experience, intentions and/or bias
- Reading strategies
 - word attack skills (phonic and visual letter patterns, syllabification, word origins)
 - different ways of reading depending on purpose of reading
 - non-textual cues can provide clues to meaning
 - structure of text can be used to help predict meaning
- it is not necessary to read every word to gain meaning
- skimming and scanning
- reading for detail
- context can be used to predict meaning
- layout and indexing provide clues to content.

- Strategies to select reading material

- title
- description on back of book (or dust cover)
- recommendation or friend
- previous knowledge of author

Assessment tasks

Where possible more than one learning outcome should be assessed in the one task and the context and subject matter should be relevant to the student.

Where the learning outcomes are assessed separately, assessment tasks similar in complexity to one of the following may be appropriate:

- Collect information from agencies expressing differing points of view on an issue of public concern, eg uranium mining, gun laws, wood chipping. Write an essay taking into account the range of views and evidence given and the effectiveness of the arguments and evidence
- Read two newspaper editorials on the same topic. Summarise the proposals put forward, evaluate the reasons and evidence used, and how the argument has been structured. Give a personal opinion of the texts and their content.

- interest in topic
- skimming and scanning
- content and index to locate specific information
- Text features and structure
 - different text types have different structures
 - divisions between sections of text (obvious and obscure)
 - authors' interests and bias are expressed in texts
 - opinions can be expressed through omission of information
 - emotive language devices
 - differentiate between fact and opinion
 - values and attitudes may be implicit and explicit
 - argument or persuasive text; statement of opinion, argument and summing up or recommendation
 - discursive; opening statement, arguments for and against, conclusion or recommendations

Mechanics

- Vocabulary, spelling and grammatical development
- Punctuation enhances meaning

Learning to learn

- Awareness of personal reading strengths and skills needing development.

Those who require a more detailed description of the language features of this level should consult the National Reporting System Level 5, Language and Literacy Features and Performance Strategies.

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. Appropriate modes of delivery may including classroom-based, teleconferencing and other off campus delivery formats.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16.)

Learning resources

- Real life resources

Wherever possible students should work from real life resources, especially materials from their own life experience.

- Print based resources

The references listed below include teacher and learner resources. It is not a definitive list and should be amended and updated on a regular basis.

Adult Basic Education Accreditation Framework Project: Volume 1 Draft Competence Statements for Adult Reading and Writing, State Training Board and Division of Further Education, Melbourne, 1992.

Adult Basic Education Accreditation Framework Project: Volume 2 Appendices Draft Competence Statements for Adult Reading and Writing, State Training Board and Division of Further Education, Melbourne, 1992.

Baker, P. et al, *Writing Our Practice: Support documents for the reading, and writing and the oral communication streams of the Certificates of General Education for Adults*, Adult, Community and Further Education Board, Victoria, Melbourne, 1995

Blay, A., *Slices of Science; a resource for Adult Basic Education*, Adult, Community and Further Education Board, Victoria, Melbourne, 1994

Coates, S., Fitzpatrick, L., McKenna, A. and Makin, A., *National Reporting System*, Adult, Community and Further Education Division of Office of Training and Further Education, Melbourne, 1995

- Derewianka, B., *Exploring How Texts Work*, Primary English Teachers Association, Newtown, 1991
- DeNeef, J., *Understanding Work Hazards*, Adult Migrant Education Services, Victoria, Melbourne, 1991
- Dixon, C. & Lyons, S., *A Teacher's Guide to Enhancing Literacy for Learners with Diverse Language and Cultural Backgrounds, who are studying in Adult Basic Education Programs*, Adult Community and Further Education Board, Victoria, Melbourne, 1995
- Fesl, E., *Bala Bala: Some literacy and educational perceptions of three Aboriginal Communities*, AGPS, Canberra, 1982
- Freeman, W., *Both Sides*, Classic Communication Skills, Sydney, 1993
- Hammond, J., Burns, A., Joyce, H., Brosnan, D. & Gerot, L., *English for Social Purposes: A Handbook for teachers of adult literacy*, National Centre for English Language Teaching and Research, Sydney, 1992
- Healey, K(ed), *Issues for the Nineties series*, The Spinney Press, Balmain, 1994
- Kilner, J., *What's the News?*, The Victorian Association for the Teaching of English, Carlton
- Kindler, J., *Working Words: A User's Guide to Written Communication at Work*, Adult, Community and Further Education Board, Victoria, Melbourne, 1994
- Mason, M. and McLean, K., *Here is the News*, Collins Dove, North Blackburn, 1993
- Moraitis, P. & McCormack, R., *Public Literacy: a curriculum for adult basic education*, Adult, Community and Further Education Board, Victoria, Melbourne, 1995
- Phillips, R. and McQueen, J., *Legal Action: A Resource for Adult Literacy and Basic Education Teachers*, Northcote Community Legal Service, Northcote, 1993
- Rizetti, J., *More Than Just Words: Good practice in literacy provision in the Koorie vocational context*, Aboriginal Services Unit, Northern Melbourne Institute of TAFE, Preston, Victoria

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

INTEGRATED ASSESSMENT TASKS/ACTIVITIES FOR LEVEL 4

Many of the tasks/activities described here could be used with learners working at different levels. The texts used and produced will vary according to the level and to ensure all the assessment criteria are covered.

Tracking a current event

- Track an event in the newspapers over a set period of time. Collect and read the newspaper articles, cartoons, editorials and letters to the editor. (Reading and Writing Stream: Reading for Public Debate and Reading for Knowledge, Learning Outcome 4.8 & 4.7)
- Make a list of the for and against arguments.
- Decide which opinion you will support and write an argumentative essay. (Reading and Writing Stream: Writing for Public Debate Learning Outcome 4.4)

(This activity also covers Learning Outcomes 4.1, 4.2 & 4.3 in the General Curriculum Options Stream).

A story to a play

- Read a short story, myth or legend. (Reading and Writing Stream: Reading for Self Expression, Learning Outcome 4.5)
- Adapt the story into a play or film form.
- Write up the script using the conventions of dramatic scripts (Reading and Writing Stream: Writing for Self Expression, Learning Outcome 4.1)
- Workshop the play in class and contrast with the original form.
- Evaluate the different forms, content and effectiveness of meaning
- Examine the range of cultural definitions at work within the narrative (personal, gender, nationality).

(These activities also cover Learning Outcomes 4.1, 4.2, 4.3, 4.4, 4.6 & 4.8 in the General Curriculum Options Stream).

Career planning

- Visit a Careers Reference centre and gather information on careers and courses
- Arrange to interview someone in a particular job or undertaking a course. Design the questions using the information from the careers resource centre. (Reading and Writing Stream: Writing for Practical Purposes, Learning Outcome 4.2)
- Conduct the interview and record relevant information (Oral Communication Stream, Learning Outcome 4.2).
- Collect job ads, key selection criteria, etc. for jobs you are interested in
- Look at personal skills base and contrast with skills needed for the jobs
- Create a study plan to bridge gaps in skills

(These activities also cover Learning Outcomes 4.1, 4.2, 4.3, 4.6 & 4.8 in the General Curriculum Options Stream).

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ORAL

COMMUNICATION

STREAM

● The Oral Communication Stream of the CGEA

WRITING THE NEW ORAL COMMUNICATION STREAM OF THE CGEA

In the redevelopment of the Certificates of General Education for Adults, issues and recommendations raised by practitioners in the field relating to the Oral Communication Stream have driven the process including: inclusion of listening; more flexible performance criteria that do not tie performance to culturally biased discourse format; questioning of tightly tying oracy to domains and the assessment of self expression; broadening of the conditions of assessment; and the need to take into account diverse range of settings and groups that use the document including those who communicate other than with speech.

● FRAMEWORK OF THE ORAL COMMUNICATION STREAM

Oral language is used for a range of different purposes in social life. The Oral Communication Stream are organised around some of these purposes:

- Active Listening
- Practical Purposes
- Problem Solving and Exploring Issues.

The Learning Outcomes in the Oral Communication stream are based on these purposes.

Active Listening

The first Learning Outcome in each module (each level in the Oral Communication Stream) is Active Listening.

Active Listening covers the **non-interactive** incidents of listening when **the participant's role is primarily as receiver of information** and may occur in instructional, informative or aesthetic contexts of personal, institutional or cultural significance. Examples are listening to a radio broadcast, watching a play, watching a TV documentary, listening to a guest speaker or student presentation, listening to a friend tell an anecdote, following instructions on a pre-recorded message such as telephone banking.

Listening is an integral part of the other learning outcomes but as part of the interaction and not as the main focus of the activity.

Oracy for Practical Purposes

The second learning outcome at each level is about **Oracy for Practical Purposes**. This learning outcome is organised around **transactions**, transfer of information, and covers exchanging and obtaining goods and services, giving instructions, gathering and providing information, and giving an oral presentation. Each assessment criterion represents one of these transactions.

Oracy for Exploring Issues and Problem Solving

Exploring Issues and Problem Solving is the purpose of the third learning outcome at each level of the Oral Communication Stream. This learning outcome is organised around **discussions** oriented towards problem solving or exploring issues. Examples can range from a class discussion about an issue in the news to discussions about reallocating domestic responsibilities in a family setting.

Levels

The delineation of **levels** within this stream is determined by the level of support available to the learner, the degree of familiarity with the subject matter and the level of complexity of language used as well as the type and range of contexts that the learner can communicate effectively in. Subject matter moves from being familiar and personal with a simple use of language to less familiar with more complex and abstract use of language. These factors are indicated within the conditions of assessment in each module.

Organisation

The following diagram represents the **organisation of the Oral Communication stream** across levels:

| | | | |
|----------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Level 1 | Active Listening | Oracy for Practical Purposes <ul style="list-style-type: none"> • giving instructions • exchanging and obtaining goods and services • gathering and providing information | Oracy for Exploring Issues and Problem Solving |
| Level 2 | Active Listening | Oracy for Practical Purposes <ul style="list-style-type: none"> • giving instructions • exchanging and obtaining goods and services • gathering and providing information | Oracy for Exploring Issues and Problem Solving |
| Level 3 | Active Listening | Oracy for Practical Purposes <ul style="list-style-type: none"> • giving instructions • gathering and providing information • making a presentation | Oracy for Exploring Issues and Problem Solving |
| Level 4 | Active Listening | Oracy for Practical Purposes <ul style="list-style-type: none"> • giving instructions • gathering and providing information • making a presentation | Oracy for Exploring Issues and Problem Solving |

In this document the contexts in which the learning outcomes occur have not been tied to specific domains. For example gathering and providing information could involve an exchange with a CES officer or it could involve interviewing a neighbour about his or her personal experience of migration for a classroom project. The contexts will be determined by the needs and interests of the students.

However all learning outcomes can still be integrated within the four domains of the Reading and Writing Stream (see introduction to the Reading and Writing stream for explanation of domains). Tasks can be developed for Active Listening activities that map onto each of the 4 domains (Self Expression, Practical Purposes, Knowledge and Public Debate). Learning Outcome 2, Practical Purposes, can be mapped onto Practical Purposes and Knowledge and Learning Outcome 3, Exploring Issues and Problem Solving, on to Public Debate.

CONTENT AND UNDERPINNING KNOWLEDGE

The underpinning knowledge draws heavily on the Language and Literacy Features and Performance Strategies used in the National Reporting System and the Background Work - Oral Communication written by Chris Corbel for the first version of this stream. The content and underpinning knowledge is **not prescriptive** nor comprehensive but is a guide to what might be expected at a particular level in relation to the **form** of language used. When oral communication breaks down it will be useful in analysing aspects of language that the adult learner needs to develop in order to achieve competence.

The interaction between purpose, participants and setting within a particular social context will affect the content and the form of language used. The underpinning knowledge is organised around aspects of this form which include specific **discourse structures** or genres (forms of language use for particular purposes in specific contexts) **vocabulary** and **grammar**, **intelligibility** demands on the listener (stress, intonation patterns, and grammar), as well as an understanding and use of **register**. Register is the kind of language use appropriate to a particular function in a situational context and may be a matter of style- varying from casual to formal or a speech variety used by particular groups of people, for example footballers compared to doctors (Goulborn and Manton 1995: 36).

Although there is a description of aspects of form in the underpinning knowledge, the appropriate use of language in particular contexts should be framed in ongoing practice from a **critical** approach by questioning of the power relations between participants. This enables students to develop an understanding that rules of accuracy and appropriateness are not fixed but socially influenced so that students can choose whether to conform or challenge (Ivanic 1990:128).

DEVELOPING CURRICULUM

The CGEA has been developed for the needs of adults with incomplete secondary education whether they be of English speaking background or a language background other than English. These students bring with them a wealth of life long experience but at the same time because of their limited literacy skills and access to education they often have gaps in their general knowledge and have been denied access to the powerful dominant discourses of Australian society. Thus they have a need not only to learn language but to learn through language and to learn about language (Goulborn and Manton, 1995).

The strength of the Oral Communication Stream is that the Learning Outcomes can be mapped over content relevant to the needs and interests of the students. Possible areas of study may include media studies, the changing world of work, Australian studies, legal studies, health issues, technology, and vocational content courses such as retail skills.

Learning about language has not been written as specific competencies as it is seen as being ongoing

throughout a course. The development of an awareness that language varies according to purpose, place and setting and that power relations determine the status of languages and language varieties, is fundamental. To develop this awareness students could identify a range of English language varieties (eg variations across culture, class, locality, age, education, employment, gender) and could analyse the origins of the relative status and/or prejudices associated with these, for example factory English compared to ABC TV English.

The oral communication stream comprises stand alone modules for accreditation purposes but it is recommended that in practice curriculum be developed that integrates streams as literacy and numeracy activities are embedded in oral language. Integrating the teaching of spoken and written language enables discussion of the similarities and differences between them and enhances the development of both. Spoken language is jointly constructed in real time between speaker and listener with all participants having an active role and is process focused in contrast to writing which is a product oriented. Spoken language is more variable than written language because it is affected not only by genre and register but by accent dialect and idiolect (see Goulborn and Manton 1995 for further discussion of speech and writing; Halliday 1985).

In each module some possible examples are given of integrated assessment tasks with the Reading and Writing stream but the suitability of these for specific students will depend on their needs and interests.

ASSESSMENT OF ORAL COMMUNICATION

Tasks or situations used to assess oral communication need to be authentic, culturally appropriate, purposeful, and meaningful and reflect outside practices specific to the needs and goals of individual adult learners. Characteristics of the task, situation, purpose and uniqueness of the student will all have a direct impact on the outcome. Students should be involved in the assessment process, deciding on and developing tasks appropriate to the learning outcomes, and in the evaluation of their performance. It is important to remember that the product of communication is messy compared to the final product of writing and is developed in real time with many meanings unstated because of the support of the context.

Where possible assessment tasks should be developed across streams. However, there is a flexible approach to the meeting of the assessment criteria for each learning outcome as **they do not have to be all met in one task**. In some cases the assessment criteria can be met in one task, while in others individual assessment criteria can be a component of tasks for learning outcomes in other streams, or each criteria can be demonstrated in a stand alone assessment task.

A range of assessment methods can be employed including teacher observation, peer evaluation, discussions, group work and pair work. Students could keep a written record of successful communication events as evidence towards completion of the module eg successfully booked for a learner's permit using pre-recorded message at the Road Traffic Authority (Learning Outcome 1 Active Listening). If role plays are used it is important to question whether what is being assessed is a student's ability to do a role play rather than his or her ability to communicate so this should be cross checked with other methods of assessment.

Adult learners who communicate using other than spoken language

If a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf or hard of hearing may sign their response, those with a physical disability may use a voice synthesiser or communication board. Flexibility in assessment is important as in some instances the time taken to respond in these modes may be considerably longer than speech and it may be unrealistic to expect such learners to achieve module outcomes in the stated nominal hours.

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Oral Communication I

MODULE DETAILS

Module name

Oral Communication I

Nominal hours

80 hours

Module code

VBC 854

Discipline code

1302310

MODULE PURPOSE

At the end of this module learners will be able to participate in short speech episodes for a limited range of purposes in familiar and predictable contexts.

PRE-REQUISITES

Nil

RELATIONSHIPS TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

This module addresses the National Reporting System Indicators of Competence Level 2.

| National Reporting System - Indicators of Competence | Oral Communication Module 1 - Learning Outcomes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| 2.5 Elicits and gives factual information or personal details for the purpose of exchanging or obtaining goods and services; or gathering/providing information. | 1.2 Participate in short transactions in familiar and predictable contexts. |
| 2.6 Takes part in short interpersonal exchanges, clarifying meaning and maintaining interaction, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving. | 1.3 Use and respond to spoken language in short discussion to explore issues or solve problems on a personally familiar topic or issue. |
| 2.7 Listens for relevant information form oral texts. | 1.1 Demonstrate that meaning has been gained from a short oral text. |

SUMMARY OF LEARNING OUTCOMES

1.1 Active Listening

Demonstrate that meaning has been gained from short oral texts.

1.2 Oracy for Practical Purposes

Participate in short transactions in familiar and predictable contexts.

1.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in short discussions to explore issues or solve problems on a personally familiar topic or issue.

ASSESSMENT STRATEGY

Assessment method

Assessment will be in accordance with the assessment strategy and principles outlined in the section on Assessment Strategies in Course Information (see p. 14)

The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible assessment tasks should be developed across streams.

All assessment criteria **do not have to be all met in the one task**. Assessment criteria for one learning outcome can be met:

- in one assessment task/activity
- individually
- by being integrated with learning outcomes in other streams.

The student must demonstrate competence in all learning outcomes.

Examples of assessment tasks can be found in learning outcome detail information.

Evidence of successful completion of each learning outcome may be ascertained through any or a

combination of the following methods: teacher observation, discussion group activities, student self assessment, peer evaluation, practical application outside the classroom supported by evidence.

Adult learners who communicate using other than spoken language

If a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf or hard of hearing may sign their response, those with a physical disability may use a voice synthesiser or communication board. Flexibility in assessment is important as in some instances the time taken to respond in these modes may be considerably longer than speech and it may be unrealistic to expect such learners to achieve module outcomes in the stated nominal hours.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The needs of the student should be met by provision of:

- a flexible range of assessment tasks/activities
- a learning environment appropriate to each assessment task/activity
- relevant support and resources appropriate to each assessment task/activity.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolled in this module may already be competent in one or more of the learning outcomes. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL I

Note: Students must demonstrate competence in all learning outcomes to be credited with this module.

The Learning Outcomes for Level 1 are detailed on the following pages.

Learning outcome 1.1 Active Listening

Demonstrate that meaning has been gained from short oral texts

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) select personally relevant information from a short oral text
- (b) get the gist from a short oral text

Conditions of assessment

- The subject matter will be familiar and/or personal
- Access to support from expert/mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required
- Context will be familiar and predictable
- The structure will be predictable
- The vocabulary will be familiar or everyday.

Content/underpinning knowledge

The content/underpinning knowledge may include, but is not restricted to:

- understanding of short spoken text provided the input is clear and the content relates to familiar or personally relevant context
- ability to predict meaning depends on prior knowledge of context and personal experience.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Perform a routine task given simple spoken instructions
- Listen to instructions as to what to do next in class
- Locate and select information from a short spoken text (eg. listening for the time and channel of a TV program)

Learning outcome 1.2 Oracy for Practical Purposes

Participate in short transactions in familiar and predictable contexts

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) give simple instructions on a personally familiar simple procedure
- (b) exchange or obtain goods and services in a familiar and predictable setting
- (c) elicit and give factual information in a familiar and predictable setting.

Conditions of assessment

- The subject matter will be familiar and/or personal
- Access to support from expert/ mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required
- Contexts will be familiar and predictable

Learning outcome 1.2 (Continued)

Content/underpinning knowledge

The content underpinning knowledge may include, but is not restricted to:

- Use of a *limited range of discourse routines and language* appropriate to purpose:
 - use language appropriate to a range of interactional purposes
 - refine conversational skills, using effective interactional strategies, including common opening and closing, asking questions and turn taking to maintain simple conversations
 - limited use of feedback to other participants

Use and understanding of *personally significant vocabulary* including:

- personal details of self and family and most aspects of everyday life
- simple questions and instructions

Conveys overall meaning despite *possible variations in grammar*:

- use action words and simple verb tenses in sentences of one or two clauses
- use adjectives, pronouns, and prepositions to describe people, places and things

Use spoken language where *intelligibility* may make demands on the listener:

- mostly intelligible pronunciation, stress and intonation patterns. Some variations may require clarification
- may speak slowly and pronounce key words deliberately

Begin to develop an understanding of *register*:

- the difference between formal and informal registers of spoken language
- the significance of language and language varieties other than English.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Read instructions on a familiar procedure and pass on information to another (covers assessment criteria (a) & (c) and links with Learning Outcome 1. 6, Reading for Practical Purposes in the Reading and Writing Stream)
- Explain a personally familiar workplace safety procedure (covers assessment criteria (a))
- Give simple instructions to reach a destination, eg. find an office in a building (covers assessment criteria (a))
- Engage in simple oral transactions about money, time etc., eg at the train station, at the butcher (covers assessment criteria (b))
- Make a telephone call and respond to questions which require statement of basic personal details, eg. make an appointment at the doctor's (covers assessment criteria (c))
- Receive and pass on a simple message, eg. name and phone number and simple message (covers assessment criteria (c))
- Answer a simple oral inquiry (covers assessment criteria (c)).

Learning outcome 1.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in short discussions to explore issues or solve problems on a personally familiar topic or issue.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) express an opinion on a personally familiar topic
- (b) participate in a small group discussion.

Conditions of assessment

- The subject matter will be familiar and/or personal
- Access to support from expert/ mentor is available, advice/modelling is available and recourse to first/other language is acceptable if required
- Contexts will be familiar and predictable

Content/underpinning knowledge

The content underpinning knowledge may include, but is not restricted to:

Use of a *limited range of discourse routines and language* appropriate to purpose:

- use effective interaction strategies, including common openings and closings, asking questions and turn taking to maintain simple conversations
- limited use of feedback to other participants

Use and understand *personally significant vocabulary* including:

- personal details of self and family and most aspects of everyday life:
- simple questions and instructions

Convey overall meaning despite *possible variations in grammar*:

- use action words and simple verb tenses in sentences of one or two clauses
- use adjectives, pronouns, and prepositions to describe people, places and things

Use spoken language where *intelligibility* may make demands on the listener:

- mostly intelligible pronunciation, stress and intonation patterns. Some variations may require clarification
- may speak slowly and pronounce key words deliberately
- understand short spoken texts provided the content is familiar.

Begin to develop an understanding of *register*:

- the difference between formal and informal registers of spoken language
- the significance of language and language varieties other than English.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Express an opinion in a group discussion related to the content of a newspaper article (covers assessment criteria (a) & (b) and links with Learning Outcome 1.8 Reading for Public Debate, in the Reading and Writing Stream)
- Express an opinion related to the content of a TV news show (covers assessment criteria (a))
- Brainstorm with other members of class to organise an outing (covers assessment criteria (b)).

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. Classroom-based delivery is the most appropriate for this stream although in remote areas off-campus delivery through teleconferencing maybe a possibility.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes across streams and fields of study.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16.)

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Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

Oral Communication II

MODULE DETAILS

Module name

Oral Communication II

Nominal hours

80 hours

Module code

VBC 855

Discipline code

1302310

MODULE PURPOSE

At the end of this module learners will be able to use and respond to language, around everyday subject matter which may include some unfamiliar aspects, for a range of purposes in a number of contexts which may be interrelated.

PRE-REQUISITES

Module 1 Oral Communication or equivalent eg Level 2 competence in oral communication Indicators of Competence of the National Reporting System.

RELATIONSHIPS TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

This module addresses the National Reporting System Indicators of Competence Level 3.

| National Reporting System - Indicators of Competence | Oral Communication Module 2 - Learning Outcomes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 3.6 Participates in short transactions, using basic generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/ providing information | 2.2 Use and respond to spoken language in short transactions in familiar contexts. |
| 3.7 Takes part in short interpersonal exchanges, demonstrating some awareness of register and interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving. | 2.3 Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic |
| 3.8 Derives meaning from sustained oral texts. | 2.1 Demonstrate meaning has been gained from oral texts which may include some unfamiliar aspects |

SUMMARY OF LEARNING OUTCOMES

2.1 Active Listening

Demonstrate meaning has been gained from oral texts which may include some unfamiliar aspects

2.2 Oracy for Practical Purposes

Use and respond to spoken language in short transactions in familiar contexts.

2.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic.

ASSESSMENT STRATEGY

Assessment method

Assessment will be in accordance with the assessment strategy and principles outlined in the section on Assessment Strategies in Course Information (see p. 14).

The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible assessment tasks should be developed across streams.

All assessment criteria **do not have to be all met in the one task**. Assessment criteria for one learning outcome can be met:

- in one assessment task/activity
- individually
- by being integrated with learning outcomes in other streams.

The student must demonstrate competence in all learning outcomes.

Examples of assessment tasks can be found in learning outcome detail information. Evidence of successful completion of each learning outcome may be ascertained through any or a combination of the following: teacher observation, discussion group activities, student self assessment, peer evaluation, practical application outside the classroom supported by evidence.

Adult learners who communicate using other than spoken language

If a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf or hard of hearing may sign their response, those with a physical disability may use a voice synthesiser or communication board. Flexibility in assessment is important as in some instances the time taken to respond in these modes may be considerably longer than speech and it may be unrealistic to expect such learners to achieve module outcomes in the stated nominal hours.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The needs of the student should be met by provision of:

- a flexible range of assessment tasks/activities
- a learning environment appropriate to each assessment task/activity
- relevant support and resources appropriate to each assessment task/activity.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolled in this module may already be competent in one or more of the learning outcomes. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 2

Note: Students must demonstrate competence in all learning outcomes to be credited with this module.

The Learning Outcomes for Level 2 are detailed on the following pages.

Learning outcome 2.1 Active Listening

Demonstrate meaning has been gained from short oral texts which may include some unfamiliar aspects.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) identify key information from an oral text
- (b) get the gist from a sustained oral text.

Conditions of assessment

- The subject matter will be everyday and may include some unfamiliar aspects
- Advice/ modelling is available if required
- Contexts will be familiar
- Vocabulary used will be familiar or everyday which may include some unknown words
- The structure will be characteristic of the oral text type.

Content/underpinning knowledge

- The content underpinning knowledge may include, but is not restricted to:
- understanding of broad ranges of vocabulary from everyday contexts
 - comprehension of longer texts with limited complexity
 - use knowledge of structure of text to predict content.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Listen to a TV news item , identify main points, then compare with a newspaper report on the same item (covers assessment criteria (a) & (b) and links to Learning Outcome 2.7 and 2.8 Reading for Knowledge and/or Public Debate in the Reading and Writing Stream)
- Listen for personally relevant information from a public announcement, eg. find date and time of public event from a radio announcement (covers assessment criteria (a))
- Listen to a presentation on unfamiliar topic and relate general information to a partner (covers assessment criteria (b)).

Learning outcome 2.2 Oracy for Practical Purposes

Use and respond to spoken language in short transactions in familiar contexts.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) give instructions taking into account the needs of the listener
- (b) exchange or obtain goods or services
- (c) gather and provide information.

Conditions of assessment

- The subject matter will be everyday and may include some unfamiliar aspects
- Advice/ modelling is available if required
- Contexts will be familiar.

Learning outcome 2.2 (Continued)

Content/ underpinning knowledge

The content underpinning knowledge may include, but is not restricted to:

- Some control of basic generic structures* appropriate to purpose in familiar contexts. For example:
- *producing short spoken texts in the defined genres* eg: instructional episode
 - some use of expository routines
 - some facilitation of understanding
 - some checking and adaptation to points made by the other participants
 - using interactional strategies such as providing verbal and non-verbal feedback in order to show interest or attitude
 - providing some feedback to other participant/s

Some control of **grammar and vocabulary** appropriate to purpose in familiar contexts:

- use and understand simple grammatical forms and vocabulary to give instructions, give explanations, ask questions and express a point of view
- recognise and use introductory phrases that indicate that an opinion, or a fact is being offered

Use spoken language where **intelligibility** may sometimes make demands on listener:

- speak with pronunciation, stress patterns and intonation which do not obscure meaning but may require verification from time to time
- use pace and change in tone or emphasis when speaking to enhance meaning

Some awareness of choices for **register** in familiar contexts:

- recognise the significance and use of languages and language varieties other than standardised English in familiar contexts.
- understand that when social relations change, language may also change.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Give oral instructions on a simple process, answering questions from listener. Then provide written handout of instructions as a follow up (covers assessment criteria (a) and links to Learning Outcome 2.2 Reading and Writing for Practical Purposes in the Reading and Writing Stream)
- Fill in an enrolment form and obtain student card (covers assessment criteria (b) and links to Learning Outcomes 2.2 Reading and Writing for Practical Purposes in the Reading and Writing Stream)
- Give a short presentation on a pre-prepared short report on a familiar subject (covers assessment criteria (c) and links to Learning Outcome 2.3 Writing for Knowledge in the Reading and Writing Stream)
- Design and carry out a survey with other class members about their TV viewing habits (covers assessment criteria (c) and links to Learning Outcome 2.2, Writing for Practical Purposes in the Reading and Writing Stream)
- Give instructions on how to use your own lawn mower to a friend who is borrowing it (covers assessment criteria (a))
- Return an expired item of food to your local supermarket and have it replaced (covers assessment criteria (b))
- Participate in an interview at the CES (covers assessment criteria (c))
- Give a short unplanned presentation on a personally familiar topic (covers assessment criteria (c))
- Take responsibility for briefing a late or previously absent person about the task at hand (covers assessment criteria (c)).

Learning outcome 2.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in discussions to explore issues or solve problems on a familiar topic.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) express a point of view about an issue and elicit the point of view of other/s
- (b) participate in an oral exchange requiring some negotiation.

Conditions of assessment

- The subject matter will be everyday and may include some unfamiliar aspects
- Advice/ modelling is available if required
- Contexts will be familiar.

Content/ underpinning knowledge

The content underpinning knowledge may include, but is not restricted to:

Some control of basic discourse structures appropriate to purpose in familiar contexts. For example:

- *produce short spoken texts in the defined genres. eg: exploratory episode*
 - some use of evaluative routines, turn taking skills, and influencing the direction of the episode
 - some facilitation of understanding
 - some checking and adaptation to points made by the other participants
- using interactional strategies such as providing verbal and non-verbal feedback in order to show interest or attitude
- providing some feedback to other participants

Some control of grammar and vocabulary appropriate to purpose in familiar contexts:

- use and understand simple grammatical forms and vocabulary to ask questions and express a point of view
- recognise and use introductory phrases that indicate that an opinion, or a fact is being offered

Use spoken language where **intelligibility may sometimes make demands** on listener:

- speak with pronunciation, stress patterns and intonation which don't obscure meaning but may require verification from time to time
- use pace and change in tone or emphasis when speaking to enhance meaning
- can generally interpret stress and intonation

Some awareness of choices for **register** in familiar contexts:

- recognise the significance and use of languages and language varieties other than standardised English in familiar contexts
- understand that when social relations change, language may also change.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Express an opinion about an issue in a class discussion about an article in the newspaper/TV program/ text (covers assessment criteria (a) and links with Learning Outcome 2.2, Writing for Public Debate, in the Reading and Writing Stream) and document the discussion in a short report (links with Learning Outcome 2.3, Writing for Knowledge, in the Reading and Writing Stream)
- Negotiate tasks and responsibilities for small group project (covers assessment criteria(b)) and list tasks and responsibilities (links to Learning Outcome 2.2 Writing for Practical Purposes, in the Reading and Writing Stream)
- Express point of view on a local issue in an informal setting (covers assessment criteria (a))
- Work with a partner to develop a presentation together (covers assessment criteria (b)).

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence of the learning outcomes. Classroom-based delivery is the most appropriate for this stream although in remote areas off-campus delivery through teleconferencing may be a possibility.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes across streams and fields of study.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16.)

References

Anderson, A. and Lynch, T. *Listening*, Oxford University Press, Oxford, 1988

Brown, G., Anderson A., Shillcock, R. and Yule G. *Teaching Talk - Strategies for Production and Assessment*, CUP, Cambridge, 1984

Burns, A., Joyce, H. and Gollin, S., *'I see what you mean': Using spoken discourse in the classroom: a handbook for teachers*, NCELTR, Macquarie University, Sydney, 1996.

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Certificates in General Education for Adults

Goulborn, B. and Manton, S. *Talking Curriculum: A Practitioner's Guide to the CGE for Adults. Oral Communication Stream*, Adult, Community and Further Education Board, Victoria, Melbourne, 1995

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McFeeter, J. *What's My Line?: Telephone Tasks and Activities*, AMES, Melbourne, 1989

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Rost, M. *Listening in Language Learning*, Longman, London, 1990

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Wordpower: A starter pack for the Certificate in Communication Skills, ALBSU, London, 1989.

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

● Oral Communication III

MODULE DETAILS

Module name

Oral Communication III

Nominal hours

80 hours

Module code

VBC 856

Discipline code

1302310

MODULE PURPOSE

At the end of this module learners will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

PRE-REQUISITES

Module 2 Oral Communication or equivalent eg Level 3 competence in Oral Communication Indicators of Competence of the National Reporting System or a course aligned to the National Reporting System at that level.

This module addresses the National Reporting System Indicators of Competence Level 4.

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

| National Reporting System - Indicators of Competence | Oral Communication Module 3 - Learning Outcomes |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 4.6 Participates in sustained transactions with flexible use of a range of generic structures, for the purpose of exchange in or obtaining goods and services; or gathering/providing information | 3.2 Use and respond to spoken language in sustained transactions in a range of contexts. |
| 4.7 Takes part in sustained interpersonal exchanges, demonstrating flexible use of register and a range of interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving. | 3.3 Use and respond to spoken language in sustained discussions to explore issues or solve problems in a range of contexts. |
| 4.8 Extracts main ideas and most details from sustained oral texts. | 3.1 Extract main ideas and most details from sustained oral texts. |

SUMMARY OF LEARNING OUTCOMES

3.1 Active Listening

Extract main ideas and most details from sustained oral texts.

3.2 Oracy for Practical Purposes

Use and respond to spoken language in sustained transactions in a range of contexts.

3.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions to explore issues or solve problems in a range of contexts.

ASSESSMENT STRATEGY

Assessment method

Assessment will be in accordance with the assessment strategy and principles outlined in the section on Assessment Strategies in Course Information (see p. 14).

The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible assessment tasks should be developed across streams.

All assessment criteria **do not have to be all met in the one task**. Assessment criteria for one learning outcome can be met:

- in one assessment task/activity
- individually
- by being integrated with learning outcomes in other streams.

The student must demonstrate competence in all learning outcomes.

Examples of assessment tasks can be found in learning outcome detail information.

Evidence of successful completion of each learning outcome may be ascertained through any or a

combination of the following: teacher observation, discussion group activities, student self assessment, peer evaluation, practical application outside the classroom supported by evidence.

Adult learners who communicate using other than spoken language

If a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf or hard of hearing may sign their response, those with a physical disability may use a voice synthesiser or communication board. Flexibility in assessment is important as in some instances the time taken to respond in these modes may be considerably longer than speech and it may be unrealistic to expect such learners to achieve module outcomes in the stated nominal hours.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The needs of the student should be met by provision of:

- a flexible range of assessment tasks/activities
- a learning environment appropriate to each assessment task/activity
- relevant support and resources appropriate to each assessment task/activity.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolled in this module may already be competent in one or more of the learning outcomes. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 3

Note: Students must demonstrate competence in all learning outcomes to be credited with this module

The Learning Outcomes for Level 3 are detailed on the following pages.

Learning outcome 3.1 Active Listening

Extract main ideas and most details from sustained oral texts

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) identify key points and supporting information in a sustained oral text
- (b) evaluate the content and effectiveness of a sustained oral text
- (c) make systematic notes from spoken text in chosen field of knowledge.

Conditions of assessment

- The subject matter will be everyday and will include some unfamiliar material
- Access to support is available
- Contexts may be unfamiliar
- Vocabulary may include some that is unknown or unfamiliar
- The structure of the oral text will, in general, be characteristic of the text type.

Content/underpinning knowledge

The content underpinning knowledge may include, but is not restricted to:

Some effective use of listening strategies including:

- deducing meaning of unfamiliar items
- inferring information not explicitly stated
- recognising discourse indicators for introducing an idea, changing a topic
- distinguishing main points from supportive details
- predicting subsequent parts of the discourse.

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Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Listen to a student's or teacher's account of a trip they have taken. Plan and cost a trip of your own choice (covers assessment criteria (a) and links with Learning Outcome 3.2, Writing for Practice Purposes in the Reading and Writing Stream).
- Listen to presentations by guest speakers, documentary and information videos, or a presentation in an institutional setting making notes of key information and identifying gaps (covers assessment criteria (a), (b) & (c)).
- Listen to play or film and give personal and reflective response (covers assessment criteria (a) & (b)).

Learning outcome 3.2 Oracy for Practical Purposes

Use and respond to spoken language in sustained transactions

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) give complex instructions
- (b) gather and provide detailed information
- (c) give a presentation, taking into account needs of group and purpose of information, on a personally familiar topic and answer questions afterwards if appropriate.

Conditions of assessment

- The subject matter will be everyday and will include some unfamiliar material
- Access to support is available
- Contexts may be unfamiliar.

Learning outcome 3.2 (Continued) Content/underpinning knowledge

The content underpinning knowledge may include, but is not restricted to:

Control of *most distinguishing features of discourse structure* appropriate to purpose:

In support episodes (eg. assembling, demonstrating, instructing, explaining)

- staging the process to facilitate understanding
- checking for understanding
- adapting and facilitating understanding

In presentations:

- expository routines (recurring types of factual information structure)
- evaluative routines (drawing conclusions and expression of reasoning), acknowledgement of listeners' needs through reformulation (self correction, false starts, repetition, rephrasing) and facilitation (set expressions and phrases, time creating devices, simplification of grammatical structures, fillers)

Use **grammar** and **vocabulary** appropriate to purpose:

- use vocabulary specific to topic
- use and understand simple and complex grammatical structures

Intelligibility may sometimes make demands on the listener:

- use stress, intonation to convey a range of emotions and intentions

Use of **register**:

- recognise significance and use of language and language varieties other than standardised English in particular contexts
- use and interpret register as related to social relationships pertaining to particular contexts and recognise that when social relations change, language may also change.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Present findings from a written report (covers assessment criteria (c) and links with Learning Outcome 3.7, Reading for Knowledge, in the Reading and Writing Stream).
- Write and deliver a thank you speech (covers assessment criteria (c) and links with Learning Outcome 3.3, Writing for Knowledge, in the Reading and Writing Stream).
- Give detailed spoken instructions that involve a number of interrelated steps in the workplace identifying potential difficulties (covers assessment criteria (a))
- Inquire at a real estate agent about the availability and prices of rental accommodation and report back to the class (covers assessment criteria (b))
- Ring and place an advertisement in the Trading Post (covers assessment criteria (b))
- Demonstrate how to cook a dish to a group including nutritional/relevant cultural information (covers assessment criteria (a))
- Make a brief presentation at a formal meeting (covers assessment criteria (c))
- Give a prepared talk to a community group (covers assessment criteria (c)).

Learning outcome 3.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions to explore issues or solve problems.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) participate in a group discussion on an issue, responding and contributing alternative ideas
- (b) use spoken language to work in collaboration with others to meet an agreed objective.

Conditions of assessment

- The subject matter will be everyday and will include some unfamiliar material
- Access to support is available
- Contexts may be unfamiliar.

Content/ underpinning knowledge

The content underpinning knowledge may include but is not restricted to:

Awareness that language changes according to context, purpose and audience

Control of *most distinguishing features of discourse structure* including:

- follow evaluative routine, use turn taking skills and influence the direction of the episode
- contribute to the goal orientation of the episode
- participate in complex oral negotiations eg. reconciling points of view, bargaining
- participate effectively in spoken interactions by using strategies to confirm, clarify or repair understanding and make constructive additions to what is being said
- regular provision of support and feedback to other participants
- use range of interactional strategies

Use of **grammar and vocabulary** appropriate to purpose:

- use vocabulary specific to topic
- use and understand simple and complex grammatical structures

Intelligibility may sometimes make demands on the listener:

- use stress, intonation to convey a range of emotions and intentions

Use of **register**:

- recognise significance and use of language and language varieties other than standardised English in particular contexts
- use and interpret register as related to social relationships pertaining to particular contexts and recognise that when social relations change, language may also change.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Interview a group of people as part of a research project to examine a particular issue eg. health (covers assessment criteria (a) and links with Learning Outcome 3.3, Writing for Knowledge in the Reading and Writing Stream)
- Participate in discussion about current issue in the news summarising issues to accurately reflect and capture information presented (covers assessment criteria (a))
- Participate in a meeting to resolve an issue (covers assessment criteria (b)).

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. Classroom-based delivery is the most appropriate for this stream although in remote areas off-campus delivery through teleconferencing may be a possibility.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes across streams and fields of study.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16)

References

Anderson, A. and Lynch, T. *Listening*, Oxford University Press, Oxford, 1988

Brown, G., Anderson A., Shillcock, R. and Yule G. *Teaching Talk - Strategies for Production and Assessment*, CUP, Cambridge, 1984

Burns, A., Joyce, H. and Gollin, S., *'I see what you mean': Using spoken discourse in the classroom: a handbook for teachers*, NCELTR, Macquarie University, Sydney, 1996.

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Corbel, C, *Background Work - Oral Communication in Certificates of General Education for Adults within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework*, Adult, Community and Further Education Board and the State Training Board, Victoria, 1993

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Certificates in General Education for Adults

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Halliday, M.A.K. *Spoken and Written Language*, Deakin University, Victoria, 1985; reprinted, Oxford University Press, 1989

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Ivanic, R., *Critical Language Awareness in Action* in Carter, R. (ed), *Knowledge about Language and the Curriculum: The LINC Reader*, Hodder & Stoughton, Kent, UK, 1990

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Rost, M. *Listening in Language Learning*, Longman, London, 1990

Rumsey, D. *Assessment Practical Guide*, DEET, AGPS, Canberra, 1994

Suda, L. 'A window on thought: Talking texts into meaning.' Chapter in *Writing our Practice*, Adult, Community and Further Education Board, Victoria, Melbourne, 1995

Suda, L. 'Oracy and the Pursuit of Meaning', *Fine Print*, Spring, 1993: 18-21

The Starter Pack, ALBSU London, 1991

Ur, P. *Discussions that Work: Task-centred fluency practice*, Cambridge University Press, Cambridge, 1981

Wordpower: A starter pack for the Certificate in Communication Skills, ALBSU, London, 1989.

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

Oral Communication IV

MODULE DETAILS

Module name

Oral Communication IV

Nominal hours

80 hours

Module code

VBC 857

Discipline code

1302310

MODULE PURPOSE

At the end of this module learners will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

PRE-REQUISITES

Module 3 Oral Communication or equivalent eg Level 4 competence in Oral Communication Indicators of Competence of the National Reporting System or a course aligned to the National Reporting System at that level.

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System provides a common reference point for describing adult English language, literacy and numeracy curriculum.

This module addresses the National Reporting System Indicators of Competence, Level 5.

| National Reporting System - Indicators of Competence | Oral Communication Module 4 - Learning Outcomes |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 5.1 Participates in sustained and complex transactions demonstrating flexible and effective use of a range of generic structures, for the purpose of exchanging or obtaining goods and services; or gathering/ providing information. | 4.2 Use and respond to spoken language in sustained and complex transactions across a range of contexts. |
| 5.2 Takes part in sustained and complex interpersonal exchanges, demonstrating flexible and effective use of register and a range of interactional strategies, for the purpose of establishing, maintaining and developing relationships; exploring issues; or problem solving | 4.3 Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving across a range of contexts. |
| 5.3 Displays depths of understanding of complex oral texts which may include multiple and unstated meanings. | 4.1 Respond to and evaluate complex oral texts which may include multiple and unstated meanings. |

SUMMARY OF LEARNING OUTCOMES

4.1 Active Listening

Respond to and evaluate complex oral texts which may include multiple and unstated meanings.

4.2 Oracy for Practical Purposes

Use and respond to spoken language in sustained and complex transactions across a range of contexts.

4.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving across a range of contexts.

ASSESSMENT STRATEGY

Assessment method

Assessment will be in accordance with the assessment strategy and principles outlined in the section on Assessment Strategies in Course Information (see p. 14).

The assessment method used should be appropriate to the learner, his or her learning style and needs, the topic or field of study and the learning outcome.

Where possible assessment tasks should be developed across streams.

All assessment criteria **do not have to be all met in the one task**. Assessment criteria for one learning outcome can be met:

- in one assessment task/activity
- individually
- by being integrated with learning outcomes in other streams.

The student must demonstrate competence in all learning outcomes.

Examples of assessment tasks can be found in learning outcome detail information.

Evidence of successful completion of each learning outcome may be ascertained through any or a combination of the following: group activities, student self assessment, peer evaluation, practical application outside the classroom supported by evidence witness testimony

Adult learners who communicate with other than spoken language

If a person is unable to communicate by speaking, then an alternative means of communicating may be used to demonstrate module outcomes normally demonstrated through the spoken word. For example, learners who are Deaf or hard of hearing may sign their response, those with a physical disability may use a voice synthesiser or communication board. Flexibility in assessment is important as in some instances the time taken to respond in these modes may be considerably longer than speech and it may be unrealistic to expect such learners to achieve module outcomes in the stated nominal hours.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

The needs of the student should be met by provision of:

- a flexible range of assessment tasks/activities
- a learning environment appropriate to each assessment task/activity
- relevant support and resources appropriate to each assessment task/activity.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolled in this module may already be competent in one or more of the learning outcomes. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 4

Note: Students must demonstrate competence in all learning outcomes to be credited with this module.

The Learning Outcomes for Level 4 are detailed on the following pages.

Learning outcome 4.1 Active Listening

Respond to and evaluate complex oral texts which may include multiple and unstated meanings.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) identify key points and supporting information in a complex oral text
- (b) evaluate the content and effectiveness of a complex oral text
- (c) make notes systematically from information presented orally covering key points and supporting information.

Conditions of assessment

- Subject matter may deal with general situations and some abstract concepts
- Support is available if required
- Vocabulary used will be broad
- The text structure will be complex and will be representative of the text type.

Content/underpinning knowledge

- *Effective use of listening strategies:*
- deducing meaning of unfamiliar items
- inferring information not explicitly stated
- recognising discourse indicators for introducing an idea, changing a topic
- distinguishing main points from supportive details
- predicting subsequent parts of the discourse.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Take notes from a presentation by a fellow student covering key points and supporting information and identify any gaps (covers assessment criteria (a), (b) & (c))
- Take minutes from workplace meeting (covers assessment criteria (c))
- Listen to a range of sustained material, such as presentations by guest speakers and informative videos, noting key ideas in a systematic way and evaluating the content and effectiveness of the presentation (covers assessment criteria (a), (b) and (c)).
- Listen to a speech by a political party or pressure group and comment on the implied assumptions and intentions of the speaker and the effectiveness of the presentation (covers assessment criteria (a) and (b))
- Listen and respond to report at a meeting (covers assessment criteria (a) and (b))
- Critically review a complex oral text of personal interest, eg. theatrical performance, radio program, film (covers assessment criteria (a), (b), (c))
- Take key points down from academic subject lecture/demonstration of equipment (covers assessment criteria (c))
- Prepare summary of range of speakers discussing one issue eg. TV current affairs debate (covers assessment criteria (a), (b), (c)).

Learning outcome 4.2 Oracy for Practical Purposes

Use and respond to spoken language in sustained and complex transactions across a range of contexts.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) give complex instructions, including difficulties to be avoided, when explaining a procedure to others
- (b) respond to a complex inquiry or complaint, giving details of action or explanation of any difficulties
- (c) plan and deliver a sustained oral presentation in a group setting using appropriate staging and including open question time if appropriate.

Conditions of assessment

- Subject matter may deal with general situations and some abstract concepts
- Support is available if required
- Demonstrate competence in different contexts.

Learning outcome 4.2 (Continued)

Content/ underpinning knowledge

The content underpinning knowledge may include, but is not restricted to:

Use of language and structure appropriate to purpose including:

In support episodes (eg. assembling, demonstrating, instructing, explaining)

- staging the process to facilitate understanding
- checking for understanding
- adapting and facilitating understanding

In presentations:

- expository routines (recurring types of factual information structure)
- evaluative routines (drawing conclusions and expression of reasoning), acknowledgement of listener's needs through reformulation (self correction, false starts, repetition, rephrasing) and facilitation (set expressions and phrases, time creating devices, simplification of grammatical structures, fillers)

Effective use of intelligibility

- speak intelligibly with effective pronunciation, intonation, stress, gesture, rhythm and use of grammar
- adjust stress and intonation in order to convey mood and meaning

Effective use of grammar and vocabulary

- use appropriate specialised vocabulary
- use structurally complex sentences where appropriate
- use a variety of words and grammatical structures to achieve precise meanings
- use and interpret sophisticated stylistic devices such as nominalisation
- use grammatical structures with a high degree of accuracy and effectiveness

Effective use of register:

- interpret register as related to social relationships pertaining to a range of contexts
- recognise significance and use of language and language varieties other than standardised English in a range of contexts.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Oral presentation to own group or other class based on research undertaken in reading and writing for knowledge (covers assessment criteria (c))
- Explain how to use a complex piece of machinery (covers assessment criteria (a))
- Induct a new worker to your workplace (covers assessment criteria (b))
- Talk to new members of a club / parents' association/school council answering questions at end (covers assessment criteria (c))
- Give a presentation to make a case at a union meeting;
- Make a speech at a wedding or 21st birthday (covers assessment criteria (b))
- Represent team at a work meeting (covers assessment criteria (b)).

Learning outcome 4.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving across a range of contexts.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task/activity

- (a) use spoken language for the purpose of exploring ideas in an extended discussion, comparing them with those of others and questioning others to clarify ideas
- (b) use spoken language to work in collaboration with others to meet an agreed objective.

Conditions of assessment

- Subject matter may deal with general situations and some abstract concepts
- Support is available if required
- Demonstrate competence in different contexts.

Content/underpinning knowledge

The content underpinning knowledge may include, but is not restricted to:

Use of language and structure appropriate to purpose including:

- Discourse structure**
- Contribute to goal orientation of exploratory episodes by encouraging attention to the three typical stages: (1) describe or define the issue or problem, (2) explain, analyse look for reasons for the issue or problem (3) generate possible solutions and try to come to an agreement
 - Negotiate complex problematic spoken exchanges effectively by establishing a supportive environment, bringing different points of view together

Effective use of grammar and Vocabulary

- use appropriate specialised vocabulary
- use structurally complex sentences where appropriate
- use a variety of words and grammatical structures to achieve precise meanings
- use and interpret sophisticated stylistic devices such as nominalisation
- use grammatical structures with a high degree of accuracy and effectiveness

Effective use of intelligibility

- speak intelligibly with effective pronunciation, intonation, stress, gesture, rhythm and grammar
- cope with a range of unfamiliar accents when listening
- accurately interpret mood and meaning conveyed through stress and intonation
- adjust stress and intonation in order to convey mood and meaning

Effective use of register

- interpret register as related to social relationships pertaining to a range of contexts
- recognise significance and use of language and language varieties other than standardised English in a range of contexts.

Assessment tasks

Where possible, tasks to assess specific assessment criteria from this learning outcome should be integrated with other learning outcomes from other streams. Some of the sample tasks listed below have been integrated with learning outcomes from the Reading and Writing stream. Tasks similar in complexity may be developed across streams.

- Participate in discussion characterised by exchange of ideas and opinions supported by examples /evidence drawn from texts (integrate with Learning Outcome 4.4 & 4.8 Reading and Writing for Public Debate, Reading and Writing Stream)
- Lead group discussion and explore solution to specific problems related to workplace OHS issue (covers assessment criteria (b))
- Participate in formal job interview applying knowledge of staging and relating past experience to selection criteria (covers assessment criteria (b)).
- Participate in a lengthy interview with a career counsellor providing, requesting and negotiating information and exploring a variety of alternative information relating past experience to selection criteria (covers assessment criteria (a))
- Work with a group to develop an action plan (covers assessment criteria (b))
- Discuss changes in domestic routines and procedures to fit in with work and study demands (covers assessment criteria (b)).

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. Classroom-based delivery is the most appropriate for this stream although in remote areas off-campus delivery through teleconferencing may be a possibility.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes across streams and fields of study.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16)

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Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

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NUMERACY &

MATHEMATICS

STREAM

● The Numeracy and Mathematics Stream of the CGEA

NUMERACY AND MATHEMATICS IN THE CGEA

Today it is necessary to absorb, use and critically evaluate large amounts of information, much of which is presented in numerical or graphical form. In order to interpret this information when listening to radio, watching television, reading books, newspapers or magazines, or to understand instructions and diagrams in the workplace, a range of mathematical skills is needed.

Other mathematical needs of adult daily life include the ability to record numbers and to count, tell the time, pay for purchases and give change, weigh and measure, understand timetables and simple graphs and charts and to carry out the necessary calculations associated with these. Also needed is the feeling for number that permits sensible estimation and approximation and enables straightforward mental calculations to be accomplished.

Although these activities vary depending on the culture and the context in which they occur, they depend on a range of mathematical skills which include basic number skills, spatial and graphical concepts, use of measurement and problem solving.

These skills are essential for participating effectively in today's advanced technological society.

What is numeracy?

Although there are no universally accepted definitions of numeracy or agreement about the ways in which numeracy differs from mathematics, certain emphases can be noted in definitions of numeracy. There are emphases on the practical or functional application and use of mathematics.

To be numerate is to function effectively mathematically in one's daily life, at home and at work (Willis, 1990).

Numeracy was defined by the Australian Beazley committee as

the mathematics for effective functioning in one's group and community, and the capacity to use these skills to further one's own development and of one's community (Beazley, 1984).

The UK Cockcroft Report stated that the word 'numerate' implied

We would wish the word 'numerate' to imply the possession of two attributes. The first is an 'at homeness' with numbers and an ability to make use of the mathematical skills which enable an individual to cope with the practical demands of his everyday life. The second is an ability to have some apprehension and understanding of information which is presented in mathematical terms, for instance in graphs, charts or tables or by reference to percentage increase or decrease. Taken together these imply that a numerate person should be expected to be able to appreciate and understand some of the ways in which mathematics can be used as a means of communication (Paragraph 39).

Most important of all is the need to have sufficient confidence to make effective use of whatever mathematical skill and understanding is possessed, whether this be little or much (Paragraph 34) (Cockcroft, 1982).

It is clear from these definitions that numeracy does not refer only to operating with numbers as the word can suggest, but refers to a much wider range of skills. It also implies a certain flexibility - dependent on the needs and interests of the individual within the context of the peer group, community or workplace.

In recent years there has been much discussion and debate about the relationship between mathematics and numeracy and to the concept of 'critical' numeracy. Betty Johnston has argued that numeracy in fact incorporates, or should incorporate, this critical aspect of using mathematics. She argues:

To be numerate is more than being able to manipulate numbers, or even being able to 'succeed' in school or university mathematics. Numeracy is a critical awareness which builds bridges between mathematics and the real world, with all its diversity (Johnston, 1994).

She continues:

In this sense there is no particular 'level' of Mathematics associated with it: it is as important for an engineer to be numerate as it is for a primary school child, a parent, a car driver or a gardener. The different contexts will require different Mathematics to be activated and engaged in (Johnston, 1994).

Finally, the definitions imply certain attitudes as well as skills, an 'at homeness' or 'confidence' with numbers and other maths skills. In other words skills and knowledge can actually be put into practice.

So being numerate is being able to situate, interpret, critique, use and perhaps even create maths in context, taking into account all the mathematical as well as social and human messiness which comes with it (Johnston, 1994).

The CGEA includes both numeracy and mathematics

So the view of numeracy and mathematics that has developed is one that sees numeracy as making meaning of mathematics and sees mathematics as a tool to be used efficiently and critically. The CGEA numeracy and mathematics learning outcomes have been developed with this view in mind, where mathematics is seen as the knowledge and skills to be applied and used for a range of purposes and in a variety of contexts. It has also meant that the naming of this stream of the CGEA has in fact included both the concept of numeracy as well as that of mathematics.

However, this view of numeracy and mathematics needs to be compared and contrasted with traditional mathematics curricula.

Traditional mathematics curricula

Traditional mathematics curricula throughout the world show little variation or relationship to people and their pursuits. Based on a Western European view of the world they tend to be esoteric and abstract, failing to take account of cultural differences and real life situations and the culture of the learners.

In the past, traditional mathematics was often regarded as an indicator of intelligence, so it is not surprising that many adult learners who 'failed' maths at school return to mathematics with much trepidation. Mathematics for them is associated with feelings of failure, stupidity and powerlessness.

To these people mathematics is a competitive and abstract subject filled with stressful tests and little explanation of why and how many of the skills being taught are used in society.

Mathematics has also been used as a social divider, creating a class distinction between these who 'can do' maths and those who cannot.

The traditional maths curricula have disadvantaged women, in particular. During their school days there was often little encouragement to persevere. Women who studied maths and science were considered 'unfeminine' and the absence of positive female role models further reinforced traditional choices. Text books rarely used female contexts or content and examples were generally related to typically male activities.

Australian educator, Mary Barnes, has documented the attitudes of women students and has noted that they find what is taught irrelevant to their interests, too abstract, impersonal and unrelated to people and their concerns. They comment that it is competitive, logical, rational and unemotional and the way it is taught does not suit their learning styles (Barnes, 1988).

What does this mean for teaching adult numeracy?

Today there is increasing awareness of the need for numeracy skills which are valuable to the majority of people and seen by them as valuable and relevant to their daily lives. Such skills should also reflect the cultures in which they live and work. Adult learners should therefore be taught in a way that recognises the cultural and historical origins of mathematics.

Adult learners need 'access' and 'success', their past anxieties and feelings of failure removed and replaced with positive attitudes. Failure must be replaced with success, competition with co-operation, irrelevance and mystery with relevance and clear, concrete, meaningful explanations. Adult students, in particular, need to be taught how to work co-operatively in an enjoyable, non-competitive and supportive environment. They need to discover how to problem solve, discuss, guess, take chances, try things out, be wrong, and most importantly of all, they need to experience success with mathematics and feel that the problems they are tackling have real meaning.

As Ken Clements and Nerida Ellerton suggest, mathematical knowledge is not acquired merely by listening to teachers or performing abstract repetitive tasks. It is:

something that learners construct through actively seeking out and making mental connections. When someone actively links aspects of his or her physical or social environment with certain numerical, spatial, and logical concepts, a feeling of 'ownership' is generated (Ellerton and Clements, 1992, p4).

Or in the words of Betty Johnston:

we can establish wider meaning by making connections to the real world - through use in daily contexts, through understanding cultural and historical origins, through asking questions about the consequences of our and others' use of Mathematics (Johnston, 1994).

The goal of adult educators is therefore to assist students to develop mathematical concepts and relationships in ways that are personally meaningful.

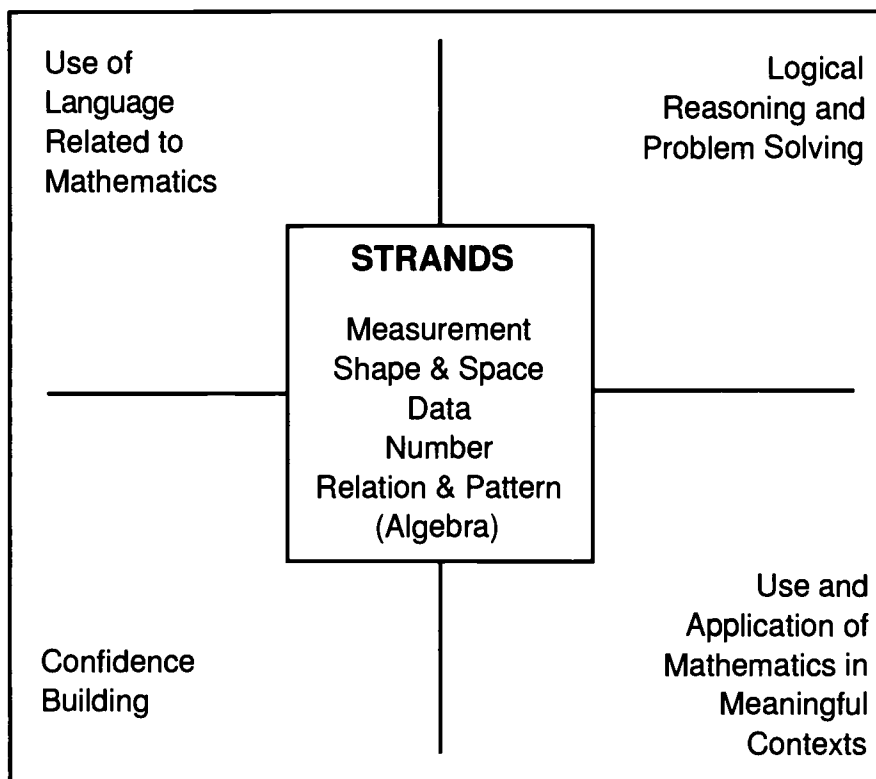
People learn if they can slowly absorb ideas and construct their own meanings and understandings of mathematical concepts through interaction with other students and their teachers engaging with mathematics in real contexts. Discussion and exchange of strategies and ideas with other learners will reinforce the notion that there is rarely **one right way**, but in fact a wide variety of strategies that work perfectly well. Students' idiosyncratic methods of using mathematics should be encouraged and valued.

Although each course taught under the umbrella of this certificate will be different - taught by and to

different people - there should be many similarities in their general style. Each course should focus on the student group rather than purely on the required content.

WRITING THE NEW NUMERACY AND MATHEMATICS STREAM OF THE CGEA

In order to implement the original CGEA, and ensure that several vital aspects of good practice were maintained, the following diagram was developed to act as a framework for reflection (Marr and Halliday, 1994)



Ideally, each activity or task should involve **all** of the four aspects shown in the corners and an **overlap** of **two or more strands**.

This advocated that the knowledge and skills incorporated in the strands of mathematics should where possible be taught in an integrated fashion, rather than in isolation, and that learning activities used to teach these skills should embody aspects of the following:

- building students' confidence in their ability to learn and use mathematics,
- encouraging students' development and use of the language associated with the maths they are learning
- presenting all of their maths in relevant and meaningful contexts
- always concentrating on the development of logical reasoning and problem solving skills

During the implementation of the previous version of the certificate it became increasingly apparent that the aspect of presenting maths in relevant and meaningful contexts was vital to the emerging idea of numeracy as distinct from mathematics. So much so that the purpose and use of mathematics within meaningful contexts was made the focus of the new learning outcomes for this version of the CGEA. As well there was an effort to parallel the four domains of the Reading and Writing Stream of the CGEA: Self Expression, Practical Purposes, Public Debate and Knowledge. This approach formed the basis to the rewriting and naming of the different Learning Outcomes of the Numeracy and Mathematics Stream of the CGEA.

THE OVERALL FRAMEWORK

Purposes and functions of mathematics - the new Learning Outcomes

Rather than the Learning Outcomes having the maths strands (number; space and shape; data; measurement; and algebra) as their focus, the purposes or functions to which the maths may be put, are given prominence. The Learning Outcomes still ensure that the skills and knowledge of the maths strands are included but they are arranged under a different organisational structure.

The specific mathematical skills and knowledge required are embedded in the Learning Outcomes and specified within the assessment criteria. These can encompass mathematical knowledge from more than one strand.

The Learning Outcomes are organised into four different categories or, as they are called in the Reading and Writing strand, domains, according to different purposes and functions of using mathematics.

Numeracy for Practical Purposes parallels the Practical purposes domain of the Reading and Writing strand. This addresses aspects of the physical world to do with designing, making and measuring.

Numeracy for Interpreting Society corresponds to the Reading and Writing domain of Public Debate. It relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.

Numeracy for Personal Organisation is an interpretation of the Self Expression domain of the Reading and Writing strand. Its focus is on the numeracy requirements for the personal organisational matters involving money, time and travel.

Numeracy for Knowledge is introduced at level 3 and matches the Reading and Writing domain of Knowledge. It deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

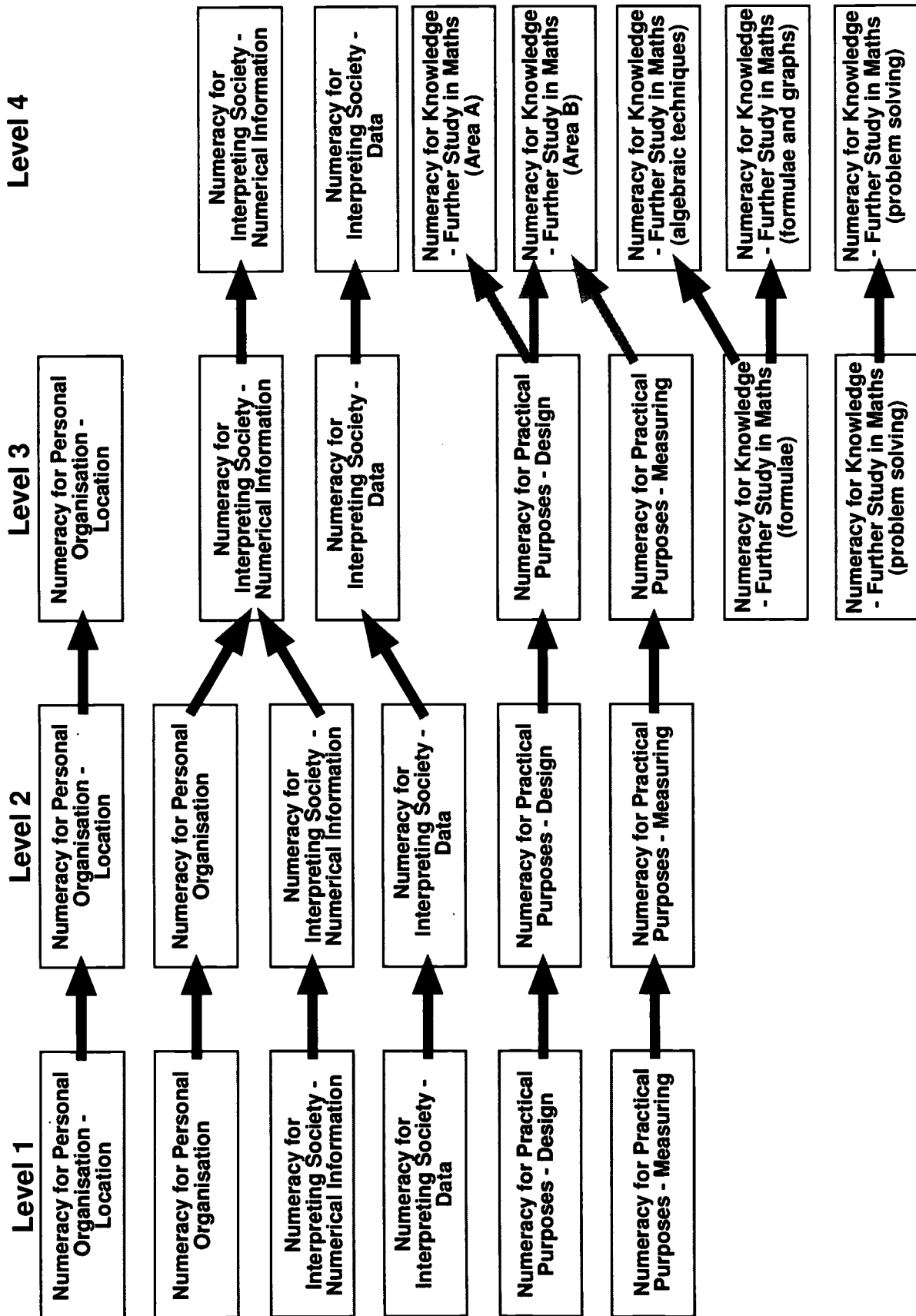
In most cases, as mentioned above, these functions or purposes (the domains) are divided into more than one Learning Outcome at each level. (See diagram on following page)

The four levels

Level 1

The initial level of the CGEA in numeracy and mathematics aims to enable students to develop the confidence to perform simple and familiar numeracy tasks and to develop the ability to make sense of maths in their daily personal lives. The maths involved includes measurement, shape, numbers, and graphs that are part of the learners' normal routines to do with shopping, travelling, cooking, interpreting public information, telling the time etc.

Diagram 1: the Learning Outcomes of the Numeracy and Mathematics Stream of the CGEA.



At the end of the level learners will be able to perform mathematical tasks which involve a single mathematical step or process. Their communication about mathematical ideas would mainly be spoken rather than written responses.

Level 2

The next level not only looks at maths applied to tasks which are part of the learners' normal routine but also extends the maths of level 1 to applications outside their immediate personal environment such as the workplace and the community, whether first hand or portrayed by the media. The purpose is to enable students to develop everyday numeracy to make sense of their daily personal and public lives.

At exit level 2, learners would be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

At levels 1 and 2 there are six learning outcomes, however it is only necessary to demonstrate competence in five of the six Learning Outcomes. Although it is expected that in most teaching contexts all the six Learning Outcomes would be taught, the aim of achieving only five of the six has been included in order to offer both learners and teachers more flexibility in assessment and, in some specific contexts such as workplaces, one of the Learning Outcomes could be left out if it was not seen to be relevant.

Level 3

Level 3 aims to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community. The mathematics covered is extended beyond that introduced at levels 1 and 2 and would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

Learners are expected to have the capacity to interpret and analyse how mathematics is represented and used, and to recognise and use some of the conventions and symbolism of formal mathematics.

Level 4

This level of the CGEA with its focus on learning mathematics for further study includes the early stages of knowledge and skills belonging to several formal areas of mathematics. The mathematics involved will include: numerical calculations and analysis of graphical data required for interpreting information about society; the use of formulae and their graphs, algebraic techniques and problem solving strategies; and familiarity with fundamental processes of at least two selected specialist mathematical areas.

At the end of this level learners will be able to confidently perform calculations using a variety of methods. They will be able to interpret and use the formal symbols and conventions of the chosen fields of mathematics in order to solve simple problems, and to communicate their problem solving processes in writing using a variety of informal and formal language.

Numeracy for Knowledge at levels 3 and 4

Why Numeracy for Knowledge - Further Study in Maths?

Numeracy for Knowledge is a new Learning Outcome that is introduced at Level 3 and extended at Level 4. It is introduced in order to provide learners with knowledge about the conventions and techniques of formal study in mathematics.

Exit level 3 is seen as the end of the general education focus of the CGEA and level 4 is seen as the stage where learners are initiated into formal areas of study - hence the title of the level 4 certificate - Further Study. Therefore in the numeracy and mathematics stream, it is expected that learners at level 3 can recognise and use some of the conventions and symbolism of formal mathematics, while this is extended at level 4 to incorporate the early stages of knowledge and skills belonging to several formal areas of mathematics. This study of formal areas of mathematics becomes a major focus of the Numeracy and Mathematics stream at level 4.

What is Numeracy for Knowledge - Further Study in Maths?

At level 3 learners should have an introductory understanding of the use of formulae and problem solving strategies, whereas at level 4 this is strengthened to incorporate the use of formulae and their graphs, algebraic techniques and problem solving strategies; and familiarity with fundamental processes of at least two selected specialist mathematical areas.

There are two Numeracy for Knowledge Learning Outcomes at Level 3 - Further Study in Maths (formulae) and Further Study in Maths (problem solving). These are meant to provide learners with a basic introduction and understanding, in a general sense, of how mathematics may be used to generalise about real life situations and about how there are a number of different problem solving techniques that can be applied and used.

Further Study, the focus of level 4, implies flexibility in the choice of content, dependent on the chosen future areas of study. Hence there is built in flexibility in the level 4 Numeracy for Knowledge - Further Study learning outcomes. There are five Numeracy for Knowledge - Further Study in Maths Learning Outcomes - one for formulae and graphs, one for algebraic techniques, another for problem solving and two unspecified ones for two specialist areas of study. The two optional areas of study could be chosen from areas such as trigonometry, business maths, statistics, probability, formal geometry, etc.

If, for example, learners were aiming to study drafting, then trigonometry and geometry may well be the two chosen areas. Statistics and probability would, for example, be possible choices for students wishing to enter University courses in Social Science disciplines. Whatever the on-going study, formulae and graphs, algebraic techniques and problem solving are seen as core areas.

It should be remembered that only six out of the seven Learning Outcomes are essential for completion of Level 4, so more opportunity exists for flexibility in designing the course to suit particular student interests.

There is no specified measurement Learning Outcome at Level 4 because it was not regarded as an essential or core area for all areas of possible future study. However it is envisaged that measurement formulae would be included among others, as concrete examples of formulae in the algebraic techniques Learning Outcome or as part of the learning of areas such as trigonometry or geometry if they were Study areas chosen. If it was particularly relevant to students, for example, those pursuing horticulture, it could be chosen as a separate specialist Study area for one of the Numeracy for Knowledge - Further Study learning outcomes.

Problem solving

Problem solving, which was the third aspect of the diagram on page seven above, has been incorporated in the new Numeracy and Mathematics Stream in two ways. In its general sense problem solving is implied within the whole of the curriculum in that all the maths skills should be applied to real world tasks or problems. However, in addition, problem solving in its formal, mathematical sense, that is, "the ability to solve non-routine problems which require some degree of independent judgement, originality and creativity", has been introduced formally at levels 3 and 4. It is expected at these levels that students will learn to recognise, name and use some of the formal problem solving techniques.

INSIDE THE FRAMEWORK

The assessment criteria

The assessment criteria give the detailed criteria for satisfying the Learning Outcome. The Learning Outcome is achieved when the learner can demonstrate competence in all the assessment criteria. However, it is **not** expected that one assessment task or activity can or should cover all the assessment criteria. (See Assessment section following for further detail.)

The assessment criteria are grouped according to three categories: Mathematical knowledge and techniques; Mathematical language; and Interpretation

Mathematical knowledge and techniques

The specific mathematical skills, knowledge and techniques required for each Learning Outcome are specified within this category of the assessment criteria.

Within this section specific techniques are not laid down as mandatory requirements in order to allow for the variety of idiosyncratic methods which learners bring to the numeracy classroom. It is hoped that such personal techniques will be encouraged, discussed and valued alongside any new techniques learned.

An exception, however, is calculator use which is regarded as a fundamental skill in our modern technological society. Learners should be therefore exposed to a variety of ways to use calculators.

Pen and paper methods are not seen as superior to other methods such as calculators or in-the-head methods.

Mathematical language

The other important aspect of the model mentioned earlier, developing associated mathematical language, is incorporated into the outcome in this category.

Interpretation

There are two important aspects of numeracy and mathematics that are addressed under the **Interpretation** category of the Assessment Criteria. The first is checking results against initial estimates such as: “decides on reasonableness of calculations through rough approximations” and “decides on reasonableness of measurement through visualisation and/or prior knowledge”. The second aspect relates to the issue of using mathematics critically. Learners are expected to relate the meaning of mathematical tasks or activities, personal experience, implications, beliefs, and social consequences.

Performance range

Another section that has been included is titled “Performance Range”. This section has been used to illustrate possible contexts; appropriate instruments, materials and/or texts that are suitable for use at that level; and is also used to clarify and refine specific mathematical content and language appropriate to the level.

Conditions of assessment

The Conditions of Assessment section has been developed for each level. They describe the conditions under which assessment should take place and give some general guidelines regarding types of texts and materials to use; the degree of support available from teachers; the types of calculations - in the head, pen and paper and calculator - to be used; and the degree of use of oral and/or written language.

ASSESSMENT

Assessment should be undertaken as an ongoing process which integrates knowledge and skills with their practical application over a period of time. It will require a combination of evidence collected mainly through teacher observations and some collection of written records of students' attempts at tasks.

It is not expected that all assessment criteria for an outcome can be assessed within one single task e.g. it would be unlikely that both the money and time aspects of the personal organisation learning outcome (1.3) could be demonstrated within one task. Therefore it might require a number of observations or tasks to completely assess any given outcome.

It will often be possible to assess aspects of more than one learning outcome within one assessment task e.g. a task which involves the practical application of measurement knowledge and skills (practical purposes - measurement) may also allow demonstration of ability to calculate with money (personal organisation).

It would be ideal for level 1 students to be assessed actually undertaking a real task such as purchasing goods in a shop and checking change, measuring ingredients for cooking, following directions in outside locations, etc. Some of these tasks such as shopping may be able to be simulated in a classroom but it is preferable that students gain the skills and confidence through undertaking the task in a real situation.

Where assessment criteria include a list of items of mathematical knowledge (e.g. in 1.2 Numeracy for Practical Purposes - Measuring "uses appropriately common units of measurement such as centimetres, metres, kilograms, litres, degrees Celsius etc.") it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.

A range of assessment options should be used according to the needs of the student group and the learning situation. e.g. in the workplace, assessment could be of observation of students performing on-the-job tasks, whereas these may have to be simulated in a classroom environment.

At Level 1, a folio of evidence could be collected through a combination of the following:

- records of teacher observations of students' activities, discussions and practical tasks
- occasional samples of students' written work
- pictures, diagrams, models, etc. created by students.

At Levels 2, 3 and 4, a folio of evidence could be collected through a combination of the following:

- records of teacher observations of students' activities, oral presentations, practical tasks, etc.
- samples of students' written work
- written reports of investigations or problem solving activities
- student self assessment sheets, reflections, or journal entries
- pictures, diagrams, models created by students.

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Numeracy and Mathematics I

MODULE DETAILS

Module name

Numeracy and Mathematics I

Nominal duration

80 hours

Module code

VBC 858

Discipline code

General Numeracy 1302105

MODULE PURPOSE

The purpose of this module is to enable students to develop the confidence to perform simple and familiar numeracy tasks and to develop the ability to make sense of maths in their daily personal lives. The maths involved includes measurement, shape, numbers, and graphs that are part of the learners' normal routines to do with shopping, travelling, cooking, interpreting public information, telling the time etc.

On successful completion of this module students will be able to perform mathematical tasks which involve a single mathematical step or process. Their communication about mathematical ideas would mainly be spoken rather than written responses.

PRE-REQUISITES

Nil

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System (NRS) provides a common reference point for describing adult English language, literacy and numeracy curriculum.

There are significant differences between the structure, learning outcomes and Assessment Criteria of the CGEA and the structure and format of the National Reporting System's Indicators of Competence. Therefore, there is no direct correlation between the individual learning outcomes and Assessment Criteria of the CGEA and the individual Indicators of Competence of the NRS. Generally the Numeracy and Mathematics Modules of the CGEA guarantee a wider knowledge of mathematics and numeracy than the NRS does. This is partly due to the fact that the NRS allows for specialisation and therefore a coverage of a limited range of areas of Mathematical Knowledge.

There is, however, a general alignment between levels 1 and 2 of the Numeracy and Mathematics

stream of the CGEA and levels 1 and 2 numeracy Indicators of Competence of the NRS. Therefore learners attaining Level 1 of the CGEA can be credited with all four of the Numeracy and Mathematics Indicators of Competence of the NRS, and similarly for level 2.

Module 3 of the CGEA maps onto at least level 3 of the NRS but it also includes some aspects of Level 4 of the NRS. The CGEA Module 3 ensures a much wider breadth of knowledge and skills than level 3 of the NRS, but does not completely attain level 4 of the NRS.

Level 4 of the CGEA attains level 5 of the NRS and because of its emphasis on mathematics for further study does incorporate a much wider range of formal mathematical skills and concepts than NRS level 5.

| Exit level of the CGEA | Level of the NRS |
|-------------------------------|---------------------------------------------------------------------------------------|
| Exit Level 1 | NRS Level 1 Indicators of Competence: 1.10, 1.11, 1.12 and 1.13 |
| Exit Level 2 | NRS Level 2 Indicators of Competence: 2.9, 2.10, 2.11 and 1.12 |
| Exit Level 3 | At least NRS Level 3 Indicators of Competence: 3.10, 3.11, 3.12 and 3.13 |
| Exit Level 4 | At least NRS Level 5 Indicators of Competence: 5.10, 5.11, 5.12 and 5.13 |

The Key Competencies

In a literacy and a numeracy classroom students will be using and developing their skills in gathering information and presenting it in a variety of forms, working to agreed timelines and in consultation with the teacher and other students as well as employing a number of time management and problem solving skills. The use of computers, and the analysis of numeracy within texts is often required in the process of reading and creating written texts. Students are constantly examining where they stand in relation to texts and the place of those texts in broader cultural contexts.

SUMMARY OF LEARNING OUTCOMES

The mathematical content and underpinning knowledge relevant to each learning outcome can be found in the learning outcome details. The list of the learning outcomes for this module are:

1.1 Numeracy for Practical Purposes - Design

Can use everyday informal language of shape, size, colour and other commonly used attributes to identify and recognise shapes in the context of their common usage and application.

1.2 Numeracy for Practical Purposes - Measuring

Can use familiar simple quantities of length, mass, capacity and temperature to compare or measure materials or objects in personal situations.

1.3 Numeracy for Personal Organisation

Can identify and use familiar everyday numbers, and units of money and time to make decisions about money and time in personal situations.

1.4 Numeracy for Personal Organisation - Location

Can use simple everyday language of location to give and follow informal oral directions.

1.5 Numeracy for Interpreting Society - Data

Can use simple everyday graphs and charts to interpret public information which is of personal interest or use.

1.6 Numeracy for Interpreting Society - Numerical Information

Can use simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest.

ASSESSMENT STRATEGY

Assessment method

Students must demonstrate competency in *five out of the six* learning outcomes to be credited with this module.

Assessment should be undertaken as an ongoing process which integrates knowledge and skills with their practical application over a period of time. It will require a combination of evidence collected mainly through teacher observations and some collection of written records of students' attempts at tasks.

It is not expected that all assessment criteria for an outcome can be assessed within one single task e.g. it would be unlikely that both the money and time aspects of the personal organisation learning outcome (1.3) could be demonstrated within one task. Therefore it might require a number of tasks collected or observed to completely assess any given outcome.

It would be ideal for level 1 students to be assessed actually undertaking a real task such as purchasing goods in a shop and checking change, measuring ingredients for cooking, following directions in outside locations, etc. Some of these tasks such as shopping may be able to be simulated in a classroom but it is preferable that students gain the skills and confidence through undertaking the task in a real situation.

Where assessment criteria include a list of items of mathematical knowledge (e.g. in 1.2 Numeracy for Practical Purposes - Measuring uses appropriately common units of measurement such as centimetres, metres, kilograms, litres, degrees Celsius etc.) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.

A range of assessment options should be used according to the needs of the student group and the learning situation. A folio of evidence could be collected through a combination of the following:

- records of teacher observations of students' activities, discussions and practical tasks
- occasional samples of students' written work
- pictures, diagrams, models, etc. created by students.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, familiar and personal contexts and materials where the maths content is explicit.
- learner relies on context, prior knowledge and personal experience to derive meaning and check reasonableness.
- learner performs where support from mentor/teacher and advice/modelling is readily available and recourse to first/other language is acceptable.
- learner uses personal “in the head” or pen and paper methods and/or calculators.
- oral descriptions using common, everyday, informal language and gestures may be used for explanations, answers and interpretations.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolling in the CGEA may already be competent in one or more of the modules or of some learning outcomes within a module. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL I

NOTE: Students must demonstrate competency in **five out of the six** learning outcomes to be credited with this module.

The Learning Outcomes for Level 1 are detailed on the following pages.

Learning outcome 1.1 Numeracy for Practical Purposes - Design

Can use everyday informal language of shape, size, colour and other commonly used attributes to identify and recognise shapes in the context of their common usage and application.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) use concepts of shape and size to describe and compare shapes
- (b) use touch and sight of objects to classify and compare objects

Language

- (c) use appropriately informal language of comparisons such as bigger than, smaller than, thicker, darker, hotter, longer, shorter etc.
- (d) use appropriately informal language of shape such as straight, curved, square, circle

Interpretation

- (e) decide on reasonableness of descriptions using personal experience, context and prior knowledge with teacher prompting.

Performance range

- Actual objects should be used as often as diagrammatic representations.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- learner relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- learner performs where support from mentor/teacher and advice/modelling is readily available and recourse to first/other language is acceptable
- learner uses personal "in the head" or pen and paper methods and/or calculators
- oral descriptions using common, everyday, informal language and gestures may be used for explanations, answers and interpretations.

Learning outcome 1.2 Numeracy for Practical Purposes - Measuring

Can use familiar simple quantities of length, mass, capacity and temperature to compare or measure materials or objects in personal situations.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge and Techniques

- (a) use appropriately common units of measurement such as centimetres, metres, kilograms, litres, degrees Celsius etc. to compare and measure materials or objects
- (b) use whole numbers appropriately
- (c) choose appropriate measuring instruments from a given range of available instruments
- (d) use measuring instrument correctly e.g. begins from zero

Language

- (e) use orally and in writing common units and their abbreviations

Interpretation

- (f) decide on reasonableness of measurement using personal experience, context and prior knowledge with teacher prompting.

Performance range

- Chosen measuring instruments and measuring units need to be relevant and applicable to the student.
- The types of measuring instruments may include tape measures (builders, dressmakers) domestic measuring jugs and cups, household scales, thermometers, or any others appropriate to student goals.
- Appropriate abbreviations such as mls, m, cm, kg, °C or work/context specific ones such as mm, kl, V etc.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- learner relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- learner performs where support from mentor/teacher and advice/modelling is readily available and recourse to first/other language is acceptable
- learner uses personal “in the head” or pen and paper methods and/or calculators
- oral descriptions using common, everyday, informal language and gestures may be used for explanations, answers and interpretations.

Learning outcome 1.3 Numeracy for Personal Organisation

Can identify and use familiar everyday numbers, and units of money and time to make decisions about money and time in personal situations.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) read, write, interpret and compare numbers related to money on relevant documents or in familiar situations
- (b) read, write, interpret and compare numbers related to time on relevant documents or in familiar situations
- (c) make comparisons and perform simple one step calculations with money
- (d) interpret the language of simple fractions such as $\frac{1}{2}$, $\frac{1}{4}$ as applied to time
- (e) read and use time measuring devices such as clocks, watches, calendars

Language

- (f) use orally the language of time such as hours, minutes, days, weeks, months, before/after, longer/shorter
- (g) use and interpret money notation and symbols, and associated language such as more/less, cheaper/more expensive/dearer, double, halve, total, etc.

Interpretation

- (h) relate results to personal experience with teacher prompting

Performance range

- Size of numbers would need to be relevant and familiar.
- Documents may include bills, leaflets, catalogues, simple pricelists.
- Situations could include use of simple two column timetables and programs such as transport timetables, TV programs, pricelists.
- Decisions might relate to whether purchases can be made with available money, rough estimate of what change to expect in a transaction, simple budget strategies, leaving in time to get to appointments or catch a bus, checking use by dates.
- Calculations may be done in idiosyncratic manner, with or without the aid of concrete aids, real money, or a calculator.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- learner relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- learner performs where support from mentor/teacher and advice/modelling is readily available and recourse to first/other language is acceptable
- learner uses personal "in the head" or pen and paper methods and/or calculators
- oral descriptions using common, everyday, informal language and gestures may be used for explanations, answers and interpretations.

Learning outcome 1.4 Numeracy for Personal Organisation - Location

Can use simple everyday language of location to give and follow informal oral directions.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) interpret and use simple concepts of position and location
- (b) give and follow simple oral directions for moving between locations
- (c) describe orally the relative location of two or more objects

Language

- (d) use orally the informal language of position such as over/under, in front/behind, left/right, up/down, through, opposite, on the corner, next to

Interpretation

- (e) check, with teacher prompting, to see if directions followed or given match intentions.

Performance range

- Oral directions to be followed should be short, clear, with only one or two given at a time.
- Locations might include moving from one position to another within a room; one room to another, or between buildings in a large institution, workplace or shopping centre.
- Directions given may be clarified with teacher prompting.
- Simple drawings, plans or maps may be used as an aid.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- learner relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- learner performs where support from mentor/teacher and advice/modelling is readily available and recourse to first/other language is acceptable
- learner uses personal “in the head” or pen and paper methods and/or calculators
- oral descriptions using common, everyday, informal language and gestures may be used for explanations, answers and interpretations.

Learning outcome 1.5 Numeracy for Interpreting Society - Data

Can use simple everyday graphs and charts to interpret public information which is of personal interest or use.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) identify the key features, conventions and symbols of simple everyday graphs and charts.
- (b) read and interpret whole numbers and percentages used on relevant charts and graphs
- (c) interpret text that incorporates graphs and charts by locating and reporting orally on specific information

Language

- (d) use orally the language of graphs and charts such as chart, graph, highest, lowest, most, least, etc.

Interpretation

- (e) relate meaning/information of graph or chart to personal beliefs, opinions and expectations.

Performance range

- The types of graphs or charts could include simple pie charts, bar graphs, line graphs, pictograms, etc. of the kind found in newspapers, on household bills, information leaflets, etc.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- learner relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- learner performs where support from mentor/teacher and advice/modelling is readily available and recourse to first/other language is acceptable
- learner uses personal "in the head" or pen and paper methods and/or calculators
- oral descriptions using common, everyday, informal language and gestures may be used for explanations, answers and interpretations.

Learning outcome 1.6 Numeracy for Interpreting Society - Numerical Information

Can use simple everyday numbers and figures to interpret information which is in texts of personal relevance or interest.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) recognise in everyday texts or tables whole numbers and familiar fractions
- (b) interpret and order whole numbers and familiar, simple fractions in everyday texts or simple tables
- (c) demonstrate knowledge of place value for whole numbers by naming numbers and matching numerals to written and spoken words

Language

- (d) write and say numbers in numerals and words
- (e) use common words for ordering and comparing numbers such as smaller, bigger, larger, first, second, between, etc.

Interpretation

- (f) relate meaning of the numbers in the text to personal experience, beliefs, opinions or expectations in response to specific questioning from the teacher.

Performance range

- Size of numbers would need to be relevant and familiar.
- Information should be personally relevant real-life written texts or information given orally.
- Texts could include short newspaper articles, advertising materials, public information documents or leaflets from councils, utilities, services, etc.
- Fractions should only include commonly used fractions such as $\frac{1}{2}$'s and $\frac{1}{4}$'s.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, familiar and personal contexts and materials where the maths content is explicit
- learner relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- learner performs where support from mentor/teacher and advice/modelling is readily available and recourse to first/other language is acceptable
- learner uses personal "in the head" or pen and paper methods and/or calculators
- oral descriptions using common, everyday, informal language and gestures may be used for explanations, answers and interpretations.

ASSESSMENT TASKS

Assessment tasks similar in complexity to these examples are recommended.

Task 1

Paying your water bill

Using a recent Utility bill (water, gas, electricity) which includes figures and graphs of usage, the teacher could ask questions such as:(using a water bill as the example)

- What is the date you need to pay this bill by?
- How much would you have to pay?
- What does this word “usage” mean?
- How does the usage for this account compare with the same time last year?
- Over the last year when was the usage the lowest? Why do you think this is the lowest time?
- About how much water was this?

Learning Outcomes and Assessment Criteria covered:

This task has the potential to demonstrate competence in many of the assessment criteria for Learning Outcomes **1.3 Numeracy for Personal Organisation** and **1.5 Numeracy for Interpreting Society - Data**.

If linked to information leaflets about water consumption in the region, or domestic water usage for appliances etc. this could be extended to cover Learning Outcome **1.6 Numeracy for Interpreting Society - Numerical Information**. Alternatively, it could link to measurement through Learning Outcome **1.2 Numeracy for Practical Purposes - Measuring** by investigating liquid volumes and the meaning of a litre.

Extension to Level 2

- This would be the basis for a more in depth investigation into charges by utilities, water, gas or electricity usage of various appliances, etc.

Extension to other streams

- Reading the utility bill could cover Learning Outcome 1.6, Reading for Practical Purposes in the Reading and Writing Stream.
- Reading information leaflets about water or power consumption could cover Learning Outcome 1.7, Reading for Knowledge in the Reading and Writing Stream.

Task 2

The cook measures up

Observe students following instructions in the form of a simple recipe which requires them to interpret measurements such as cups, tablespoons, some weights or measures using scales or measuring cups, and some interpretation of simple fractions such as $\frac{1}{2}$ a cup. Instructions may need to be given verbally.

Ideal recipes are those which require little or no cooking such as slices, salads, fruit salads, drinks and punch mixtures etc., although recipes such as fried rice etc. are also suitable if power points are available for electric frying pans. If kitchens are available then more full scale cooking can be undertaken. Suitable examples of lists of ingredients from recipes might be:

| Rum slice | Rice salad |
|--------------------------------------------|------------------------------------|
| 250 g super wine biscuits | 1 cup long grain rice |
| 1 cup sultanas | 1 teaspoon salt |
| $\frac{1}{4}$ cup finely chopped walnuts | 310 g tin whole kernel corn |
| 1 egg | 2 spring onions |
| 125 g butter | $\frac{1}{2}$ cup pineapple pieces |
| $\frac{1}{2}$ cup sweetened condensed milk | 1 stalk celery |
| 1 teaspoon cinnamon | 1 green pepper |
| 1 tablespoon rum | $\frac{1}{4}$ cup oil |
| | 3 tablespoons white vinegar |
| | salt and pepper |
| | $\frac{1}{4}$ cup pineapple juice |

If a collection of different recipes were used then pairs of students could make different items to share.

Learning Outcomes and Assessment Criteria covered:

Such tasks have the potential to cover most of the assessment criteria for Learning Outcomes 1.2
Numeracy for Practical Purposes - Measuring.

Although most assessment criteria of Learning Outcome 1.2 would be covered by this activity, other tasks may be required to complement this, such as in 1.2 a) where another task may be needed to cover a wider range of metric units if the recipe used had a restricted number of measurements and units used.

The task could easily be extended to address assessment criteria for Learning Outcomes 1.3
Numeracy for Personal Organisation if students were observed shopping and purchasing the required ingredients. It could also incorporate criteria related to time if cooking time was involved and/or use by dates for left over ingredients were interpreted.

Extension to other streams

Reading and following the instructions of a recipe would cover Learning Outcome 1.6, Reading for Practical Purposes in the Reading and Writing Stream. Depending on the recipe and instructions it may also cover Learning Outcome 2.6, Reading for Practical Purposes.

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. However at this level, Level 1, learners do require face to face delivery because students need to be observed and assisted at all times in performing practical and hands on tasks in real and simulated situations. A variety of modes of delivery may be used to deliver this module including classroom-based, teleconferencing and other off-campus delivery formats provided some face to face delivery is incorporated via a teacher, tutor or mentor.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p.16.)

Learning resources

Real life resources

Wherever possible students should work from real life resources, especially materials from their own life experience. These may include:

- shopping and advertising materials
- local maps, plans, street directories
- newspapers
- information leaflets

Hands on materials

There is a wide range of hands-on materials that are required for teaching at this level. Teachers should have access to materials such as:

- calculators
- dice, including 10-sided dice
- place value materials such as MAB blocks, straws,
- shapes and containers such as packaging, bottles, tins
- domestic measuring equipment such as scales, cups, builders' and dressmakers' tapes, etc.
- fraction materials such as fraction circles
- rulers, paper, card, scissors, glue, etc.
- clocks, watches, calendars

Print based resources

The references listed below include teacher and learner resources. It is not a definitive list and should be amended and updated on a regular basis.

Adult Basic Education Accreditation Framework Project: Vol. 3 - Draft Competence Statements for Adult Mathematics, State Training Board and Division of Further Education, Melbourne, 1992

Alcoze, Thom and others ***Multiculturalism in Mathematics, Science and Technology: Readings and Activities***, Addison-Wesley, Menlo Park, California, USA, 1993

Burns, Marilyn, ***The I Hate Mathematics! Book***, Cambridge University Press, Cambridge, 1987

Coben, Diana and Black, Sandy, ***The Numeracy Pack***, Adult Literacy and Basic Skills Unit, London, 1984

de Klerk, Judith, ***Illustrated Maths Dictionary for Australian Schools***, Longman Cheshire, Melbourne, 1990

Downie, D., Slesnick, T., Stenmark J.K., ***Math for Girls and Other Problem Solvers***, Lawrence Hall of Science, University of California, Berkeley, California, 1981

Erickson, Tim, ***Get it Together: Math Problems for Groups Grades 4-12***, Lawrence Hall of Science, University of California, Berkeley, California, 1989

Ford, Kevin (ed.), ***Mathematics for Living (series): Car Mathematics, Mathematics Around the Home, Outdoor Mathematics, Rural Mathematics, Travel Mathematics***, Holmes McDougall and Educational Supplies, Brookvale, NSW, 1985

Girls into Mathematics, Open University, Cambridge University Press, Cambridge, 1986

Glassfield, Hazel et al, ***Numbers: Start Here***, Adult Literacy and Basic Skills Unit, London, 1982

Goddard, R., Marr, B., Martin, J., ***Strength in Numbers: A resource book for teaching adult numeracy***, Holmesglen College of TAFE, Holmesglen, Vic., 1991

Goddard, Ruth and Regan, Margaret, ***The Value of Time: Numeracy for workers in manufacturing***, Council of Adult Education, Melbourne, 1995

Hight, Kristine, ***Maths matters: teaching numeracy to adults***, Foundation Studies Training Division, Western Sydney Institute of TAFE, Sydney, 1995

Kimball, Dolores Byrne, ***Math for the Real World: Book One***, New Reader Press, Syracuse, New York, 1990

Kimball, Dolores Byrne, ***Math for the Real World: Book Two***, New Readers Press, Syracuse, New York, 1990

Lovitt, Charles and Clark, Doug, ***MCTP Professional Development Package: Activity Bank Volume 1***, Curriculum Development Centre, Canberra, 1988

Lovitt, Charles and Clark, Doug, ***MCTP Professional Development Package: Activity Bank Volume 2***, Curriculum Corporation, Carlton, Vic., 1988

Marr, Beth; Anderson, Chris; Tout, Dave, ***Numeracy on the Line: Language Based Numeracy Activities for Adults***, National Automotive Industry Training Board, Doncaster, Vic., 1994

Certificates in General Education for Adults

Marr, Beth and Halliday, Penny (eds), *Not one right answer: Mathematics within the Certificates of General Education for Adults*, Adult, Community and Further Education Board, Melbourne, 1995

Marr, Beth and Helme, Sue with Tout, Dave, *Breaking the Maths Barrier: A Kit for Building Staff Development Skills in Adult Numeracy*, Department of Employment, Education and Training, Canberra, 1991

McConnell, Suzanne and Treloar, Aileen (eds.), *Voices of Experience: A Professional Development Package for Adult and Workplace Literacy: Book 4 - Reframing Mathematics*, Department of Employment, Education and Training, Canberra, 1994

Number Munchers, (software) MECC, Minneapolis, Minnesota, USA, 1994

Ritchhart, R., *Making Numbers Make Sense: A Sourcebook for Developing Numeracy*, Addison-Wesley, US, 1994

Russell, Annie and Brady, Rae (eds.), *Numeracy Resources Kit: A Package for teachers of adults with a mild intellectual disability or learning problem*, Division of Further Education, Melbourne, 1991

Scinto, Joyce M., *Math Stories: Addition Subtraction*, New Readers Press, Syracuse, New York, 1992

Scinto, Joyce M., *Math Stories: Fractions Decimals Percents*, , New Readers Press, Syracuse, New York, 1992

Scinto, Joyce M., *Math Stories: Multiplication Division*, New Readers Press, Syracuse, New York, 1992

Stenmark, J.K.; Thompson, V.; Cossey, R., *Family Math*, Lawrence Hall of Science, University of California, Berkeley, California, 1986

Thomas, John, Dataworks, *Lets's Go Shopping*, (software) Rowville, Vic., 1994

Tout, David and Johnston, Betty, *Adult Numeracy Teaching: making meaning in mathematics*, National Staff Development Committee for Vocational Education and Training, Melbourne, 1995

Victorian Adult Literacy and Basic Education Council, *Putting Maths in the Picture*, Adult, Community and Further Education Board, Victoria, Melbourne, 1993

Warner, Jack, *Graph Attack! Understanding Charts and Graphs*, Regents / Prentice Hall, Englewood Cliffs, New Jersey, 1993

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

● Numeracy and Mathematics II

MODULE DETAILS

Module name

Numeracy and Mathematics II

Nominal duration

80 hours

Module code

VBC 859

Discipline code

General Numeracy 1302105

● MODULE PURPOSE

The purpose of this module is to enable students to develop everyday numeracy to make sense of their daily personal and public lives. The maths involved includes measurement, shape, numbers, and graphs applied to tasks which are part of the learners' normal routine but also extending to applications outside their immediate personal environment such as the workplace and the community, whether first hand or portrayed by the media.

At the end of the module learners would be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

● PRE-REQUISITES

Numeracy and Mathematics Module I, VBC 858

● RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System (NRS) provides a common reference point for describing adult English language, literacy and numeracy curriculum.

However there are significant differences between the structure, learning outcomes and assessment criteria of the CGEA and the structure and format of the National Reporting System's Indicators of Competence. Therefore, there is no direct correlation between the individual learning outcomes and Assessment Criteria of the CGEA and the individual Indicators of Competence of the NRS. Generally the Numeracy and Mathematics Modules of the CGEA guarantee a wider knowledge of mathematics and numeracy than the NRS does. This is partly due to the fact that the NRS allows for specialisation and therefore a coverage of a limited range of areas of Mathematical Knowledge.

Certificates in General Education for Adults

There is however a general alignment between levels 1 and 2 of the Numeracy and Mathematics stream of the CGEA and levels 1 and 2 numeracy Indicators of Competence of the NRS. Therefore learners attaining Level 1 of the CGEA can be credited with all four of the Numeracy and Mathematics Indicators of Competence of the NRS, and similarly for level 2.

Module 3 of the CGEA maps onto at least level 3 of the NRS but it also includes some aspects of Level 4 of the NRS. The CGEA Module 3 ensures a much wider breadth of knowledge and skills than level 3 of the NRS, but does not completely attain level 4 of the NRS.

Level 4 of the CGEA attains level 5 of the NRS and because of its emphasis on mathematics for further study does incorporate a much wider range of formal mathematical skills and concepts than NRS level 5.

| Exit level of the CGEA | Level of the NRS |
|------------------------|---------------------------------------------------------------------------------------|
| Exit Level 1 | NRS Level 1 Indicators of Competence: 1.10, 1.11, 1.12 and 1.13 |
| Exit Level 2 | NRS Level 2 Indicators of Competence: 2.9, 2.10, 2.11 and 1.12 |
| Exit Level 3 | At least NRS Level 3 Indicators of Competence: 3.10, 3.11, 3.12 and 3.13 |
| Exit Level 4 | At least NRS Level 5 Indicators of Competence: 5.10, 5.11, 5.12 and 5.13 |

The Key Competencies

In a literacy and a numeracy classroom students will be using and developing their skills in gathering information and presenting it in a variety of forms, working to agreed timelines and in consultation with the teacher and other students as well as employing a number of time management and problem solving skills. The use of computers, and the analysis of numeracy within texts is often required in the process of reading and creating written texts. Students are constantly examining where they stand in relation to texts and the place of those texts in broader cultural contexts.

SUMMARY OF LEARNING OUTCOMES

The mathematical content and underpinning knowledge relevant to each learning outcome can be found in the Learning Outcome details. The learning outcomes for this module are:

2.1 Numeracy for Practical Purposes - Design

Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects.

2.2 Numeracy for Practical Purposes - Measuring

Can use straight forward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations

2.3 Numeracy for Personal Organisation

Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations.

2.4 Numeracy for Personal Organisation - Location

Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions.

2.5 Numeracy for Interpreting Society - Data

Can use and create everyday graphs and charts to represent and interpret public information which is of interest or relevance.

2.6 Numeracy for Interpreting Society - Numerical Information

Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance.

ASSESSMENT STRATEGY

Assessment method

Students must demonstrate competency in *five out of the six* learning outcomes to be credited with this module.

Assessment should be undertaken as an ongoing process which integrates knowledge and skills with their practical application over a period of time. It will require a combination of evidence collected through teacher observations and collection of written records of students' attempts at tasks and problem solving activities.

It will often be possible to assess aspects of more than one learning outcome within one assessment task eg a task which involves the practical application of measurement knowledge and skills (practical purposes - measurement) may also allow demonstration of ability to calculate with money (personal organisation).

It is not expected however that all assessment criteria for an outcome can be assessed within one single task. It might require a number of tasks collected or observed to completely assess any given outcome.

Where an assessment criteria includes a list of items of mathematical knowledge (eg in 2.2 Numeracy for Practical Purposes - Measuring "use appropriately common units of measurement such as centimetres, metres, kilograms, litres, degrees Celsius etc.") it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.

A range of assessment options should be used according to the needs of the student group and the learning situation. eg in the workplace, assessment could be from observation of students performing on-the-job tasks, whereas these may have to be simulated in a classroom environment.

A folio of evidence could be collected through a combination of the following:

- records of teacher observations of students' activities, oral presentations, practical tasks, etc.
- samples of students' written work
- written reports of investigations or problem solving activities
- student self assessment sheets, reflections, or journal entries
- pictures, diagrams, models created by students.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- concrete, relevant, familiar contexts and materials where the maths content is predictable and easily accessible
- relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- performs where access to mentor/teacher and advice/modelling is available and recourse to first/other language is acceptable.
- uses a blend of personal “in the head” methods, pen and paper and calculator procedures
- uses a combination of oral and written general, and some mathematical, language, symbols and abbreviations.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolling in the CGEA may already be competent in one or more of the modules or of some learning outcomes within a module. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 2

NOTE: Students must demonstrate competency in **five out of the six** learning outcomes to be credited with this module.

The Learning Outcomes for Level 2 are detailed on the following pages.

Learning outcome 2.1 Numeracy for Practical Purposes - Design

Can interpret and use the knowledge and conventions of common shapes and their representation for describing, designing or representing real life objects.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) recognise common 2 and 3 dimensional shapes
- (b) interpret plans and diagrams, and their conventions, for representing familiar real life objects
- (c) assemble or model 3 dimensional objects by following construction instructions, plans or diagrams
- (d) represent simple 3 dimensional objects in diagrammatic form

Language

- (e) use the language of shape such as rectangle, triangle, sphere, cube, cylinder, pyramid, etc. and descriptions such as horizontal, vertical and parallel

Interpretation

- (f) compare and check whether finished product represents original object and vice versa.

Performance range

- Diagrams would be in rough sketch form - rulers and scales not necessary.
- Appropriate plans and diagrams would include builders, architects or landscaping plans; assembly instructions; dressmaking, craft patterns; workplace floor plans, machine components, etc.
- Relevant 2 dimensional shapes would include OH&S signs, road signs, tiles, patchwork, building shapes, etc.
- Relevant 3 dimensional shapes would include packaging, buildings, machines/machine parts, etc.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- concrete, relevant, familiar contexts and materials where the maths content is predictable and easily accessible
- relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- performs where access to mentor/teacher and advice/modelling is available and recourse to first/other language is acceptable.
- uses a blend of personal "in the head" methods, pen and paper and calculator procedures
- uses a combination of oral and written general, and some mathematical, language, symbols and abbreviations.

Learning outcome 2.2 Numeracy for Practical Purposes - Measuring

Can use straight forward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge and Techniques

- use appropriately prefixes such as centi, milli, kilo to the common base units of measurement
- choose and perform arithmetic operations where appropriate
- use whole numbers, fractions and decimals and where necessary linking their equivalent forms
- convert within the metric system when necessary (conversions not necessarily in decimal form e.g.. 3500 m is $3\frac{1}{2}$, km)
- make an initial estimate of measurements
- choose appropriately accurate measuring instruments and use them correctly to measure
- read and interpret detailed calibrations on a range of familiar measuring instruments

Language

- use the words, symbols and conventions for measurement units and rates such as litres, l, millilitres, ml, \$/m, \$/l, \$/kg, etc.

Interpretation

- decide on reasonableness of measurement using personal experience, context and prior knowledge and checks against initial estimate
- interpret the measurement in terms of the purpose of the practical situation.

Performance range

- Measurement instruments may include tape measures, rulers, kitchen and bathroom scales, thermometers, measuring cups, medicine glasses, etc.
- Fractions and decimals should include $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$ and multiples of 0.1 and other fractions and decimals appropriate to the learner.
- Base units of metre, litre, grams or relevant familiar work/context specific ones such as Volts.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- concrete, relevant, familiar contexts and materials where the maths content is predictable and easily accessible
- relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- performs where access to mentor/teacher and advice/modelling is available and recourse to first/other language is acceptable.
- uses a blend of personal “in the head” methods, pen and paper and calculator procedures
- uses a combination of oral and written general, and some mathematical, language, symbols and abbreviations.

Learning outcome 2.3 Numeracy for Personal Organisation

Can use and interpret whole numbers (including large numbers), simple fractions, decimals and percentages to make decisions about money and time in familiar situations.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) use place value concepts for whole numbers and decimals to interpret and compare written and spoken numbers involving money
- (b) use and calculate with time
- (c) use number facts and rounding to give rough estimate of numerical calculations
- (d) calculate accurate percentage amounts using a calculator
- (e) interpret and compare commonly used fractions, decimals and percentages relating to money or time
- (f) use either formal pen and paper methods or a calculator to obtain accurate results for calculations involving the standard arithmetic operations
- (g) convert between common fraction, decimal and percentage forms for simplification of calculations, such as $.25$ or 25% to $\frac{1}{4}$

Language

- (h) read, write and use orally whole numbers, fractions, decimals and percentages in numerals, words and symbols
- (i) use common words for ordering and comparing numbers such as smaller, bigger, larger, first, second, between, less than, etc.
- (j) identify and use appropriately words, phrases and symbols for arithmetical operations such as add, and, total, subtract, minus, take away, from, times, multiply, share, divide, ten percent of, a quarter of, double, etc.

Interpretation

- (k) explain the meaning of calculation results and check feasibility in terms of the original practical situation

Performance range

- Familiar situations using percentages may include discounts, straightforward interest estimates, deposits, sales tax.
- Division by a single digit number only, long division using a calculator and estimation techniques.
- Fractions calculations only in practical realistic situations such as combining times, recipes - formal operations not required.
- Short cut, in the head, or back of envelope calculation techniques acceptable as valuable strategies for adults.
- Only one or two operations per task and percentage calculations without a calculator should only be for simple percentages such as 10%, 25% and multiples of these.
- Calculations with time could include times based on time sheets, television programs, timetables, etc.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- concrete, relevant, familiar contexts and materials where the maths content is predictable and easily accessible
- relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- performs where access to mentor/teacher and advice/modelling is available and recourse to first/other language is acceptable.
- uses a blend of personal "in the head" methods, pen and paper and calculator procedures
- uses a combination of oral and written general, and some mathematical, language, symbols and abbreviations.

Learning outcome 2.4 Numeracy for Personal Organisation - Location

Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) interpret key features of maps or directories
- (b) estimate distances using the scale indicator on maps or directories using numerically marked distances and/or visual distance indicator
- (c) interpret distances in terms of approximate travelling time such as 15 minutes walk, or 2 hours drive.
- (d) use familiar maps or directories to describe or follow routes between locations
- (e) use map indexes and keys to locate particular places of interest
- (f) draw rough sketch maps of familiar areas to describe route or location of building or feature of interest

Language

- (g) use and interpret, orally and in writing, a range of informal and some formal, language of direction such as North, East, clockwise/anticlockwise; $\frac{1}{2}$ turn, $\frac{1}{4}$ turn; 180° degree turn
- (h) read and interpret major keys and symbols on maps and directories

Interpretation

- (i) decide on effectiveness of given directions by checking the results and interpretations.

Performance range

- Routes could be between suburbs using a street directory, or towns or special features on local maps, state maps, plans of large workplaces or institutions, or any other relevant maps.
- Route instructions need to be clear and may be either written or spoken or drawn in a sketch map.
- Appropriate keys and symbols would include railway lines, stations and other public transport features, major buildings or services such as hospitals, police stations; geographic features such as rivers, bridges; traffic lights etc.
- Familiarity with local area, state and national maps is to be encouraged.
- Estimates of travel time could be based on personal experience rather than formal rate calculations.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- concrete, relevant, familiar contexts and materials where the maths content is predictable and easily accessible
- relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- performs where access to mentor/teacher and advice/modelling is available and recourse to first/other language is acceptable.
- uses a blend of personal "in the head" methods, pen and paper and calculator procedures
- uses a combination of oral and written general, and some mathematical, language, symbols and abbreviations.

Learning outcome 2.5 Numeracy for Interpreting Society - Data

Can use and create everyday graphs and charts to represent and interpret public information which is of interest or relevance.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) interpret the key features, conventions and vocabulary of everyday graphs or charts, including the concept of scale
- (b) use whole numbers, percentages, decimals and simple ratios found on charts and graphs
- (c) collect, sort and record data in a table using simple techniques
- (d) interpret and discuss meaning of text that incorporates graphs or charts
- (e) mark scales and axes appropriately
- (f) represent data in simple bar or line graphs

Language

- (g) use the descriptive language of graphs and charts such as maximum, minimum, increasing, decreasing, going up, constant, changing, slope, etc.

Interpretation

- (h) relate meaning/information of graph or chart in terms of personal implications and/or social consequences
- (i) decide on the fairness or bias of the data in response to teacher prompting.

Performance range

- The types of graphs or charts could include simple pie charts, bar graphs, line graphs, pictograms, etc. of the kind found in newspapers, on household bills, information leaflets, etc.
- Scales created should count in 1's, 2's, 5's or 10's.
- Scales interpreted from public information not limited to the above simple scales - can interpret from more complex scales available on public information.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- concrete, relevant, familiar contexts and materials where the maths content is predictable and easily accessible
- relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- performs where access to mentor/teacher and advice/modelling is available and recourse to first/other language is acceptable.
- uses a blend of personal "in the head" methods, pen and paper and calculator procedures
- uses a combination of oral and written general, and some mathematical, language, symbols and abbreviations.

Learning outcome 2.6 Numeracy for Interpreting Society - Numerical Information

Can identify and translate everyday numerical concepts to interpret public information which is in texts of interest or relevance.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) use place value concepts for whole numbers and decimals to interpret and compare written and spoken numbers
- (b) interpret and compare commonly used fractions, decimals and percentages
- (c) use number facts and rounding to give rough estimate to numerical calculations
- (d) use either formal pen and paper methods or a calculator to obtain accurate results for calculations involving the standard arithmetic operations
- (e) convert between common fraction, decimal and percentage forms for simplification of calculations, such as $.25$ or 25% to $\frac{1}{4}$
- (f) calculate fractions of whole number quantities only

Language

- (g) read, write and use orally whole numbers, fractions, decimals and percentages in numerals, words and symbols
- (h) use common words for ordering and comparing numbers such as smaller, bigger, larger, first, second, between, less than, etc.
- (i) identify and use appropriately words, phrases and symbols for arithmetical operations such as add, and, total, subtract, minus, take away, from, times, multiply, share, divide, ten percent of, a quarter of, double, etc.

Interpretation

- (j) relate meaning of the numerical concepts in the text to personal experience, beliefs, opinions or expectations in response to teacher prompting.

Performance range

- Information could include newspaper articles, advertising materials, public information documents or leaflets from councils, utilities, services, etc.
- Numbers should include whole numbers up to billions and decimals to hundredths, and simple percentages such as 10% , 25% and multiples of these.
- Only one or two operations per task and percentage calculations without a calculator should only be for simple percentages such as 10% , 25% and multiples of these.
- Calculations with fractions should only include common fractions such as $\frac{1}{2}$'s, $\frac{1}{4}$'s, $\frac{1}{10}$'s.
- Formal operations on fractions not required.
- Long division by pen and paper not required.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- concrete, relevant, familiar contexts and materials where the maths content is predictable and easily accessible
- relies on context, prior knowledge and personal experience to derive meaning and check reasonableness
- performs where access to mentor/teacher and advice/modelling is available and recourse to first/other language is acceptable.
- uses a blend of personal "in the head" methods, pen and paper and calculator procedures
- uses a combination of oral and written general, and some mathematical, language, symbols and abbreviations.

ASSESSMENT TASKS

Assessment tasks similar in complexity to these examples are recommended.

Task 1

What is the best weight to carry in a supermarket bag?

This is a student investigation about supermarket carry bags.

It can be adapted for use at different levels. At level 2 the problem would be introduced collectively to the group of students. A possible strategy arrived at by the teacher and students might be to put a selection of items of known weight into a carry bag until it feels about right. They could use facts such as 1 litre of juice or drink weighs about 1 kg. Or alternatively students could weigh the bag or the individual items. Students could be encouraged to try this few times and work out an average. Other questions could be posed like: what is the heaviest weight that you or the bag can carry?

Students could be asked to write up what they found.

Learning outcomes and assessment criteria covered:

This task has the potential to satisfy Learning Outcome 2.2 Numeracy for Practical Purposes -

Measuring: Can use straight forward measurement and the metric system to estimate and measure for the purpose of interpreting, making or purchasing materials in familiar practical situations assuming that weights of items are in both grams and kilograms and some conversions take place, some scales are used for weighing within the task, and a written report or an oral presentation is given of the investigation.

Although most assessment criteria of Learning Outcome 2.2 would be covered by this activity, other tasks may be required to complement this, such as:

2.2 a) where a task may be needed to cover a wider range of metric units;
2.2 b) and c) where a task may be needed to perform other arithmetic operations using a wider range of whole numbers, fractions and decimals.

Extension to Level 3

- Compare, graph and average breaking points of bags
- Compare, graph and average capacities of different supermarket bags
- Discussion of recycling of supermarket bags - plastic and paper.

Extension to other streams

- Discussion of the best weight to carry in a supermarket bag (Learning Outcome 2.3, assessment criteria b, in the Oral Communication Stream).
- A written report of what they found (Learning Outcome 2.3, Writing for Knowledge in the Reading and Writing Stream).

Task 2

A walk around town

Using an appropriate map ask students to plan a short walking route around a town for a group of people. Appropriate maps maybe for example, a tourist map of Beechworth and surrounds for students in North East Victoria or a tourist map of Melbourne Central Business District for city students or country students planning a trip to Melbourne.

The planned route should pass some places of interest and should take approximately a prescribed time - e.g. 1 hour or $\frac{1}{2}$ day.

The route could be presented as a sketch map with instructions and distance indicated in some way. (Not required to be a scale drawing at this level).

Students could work in pairs or groups and give an oral presentation to the rest of the class who could follow it on their maps. Students could in fact visit the area being used and follow the instructions.

Learning outcomes and assessment criteria covered:

This task has the potential to satisfy all the assessment criteria of Learning Outcome **2.4 Numeracy for Personal Organisation - Location**: Can interpret and use everyday language and symbols of location and direction to give and follow oral and written directions assuming that the information is taken from a standard map with keys and scales.

The task could easily be extended to include measurement (Learning Outcome 2.2) by experimenting with students' paces and walking speeds or by working out comfortable weights for carrying in day back packs. Alternatively it could be extended to include assessment criteria from Learning Outcome **2.3 Numeracy for Personal Organisation** by planning costs and times for a trip by public transport or by costing a share lunch for the group and travelling by car, etc.

Extension to Level 3:

- Students could prepare a scale map of their route with accompanying written instructions.

Extension to other streams:

- Students research the area on the map identifying places of interest (General Curriculum Options Stream, Learning Outcome 2.1, 2.3 and 2.6)
- Read about the places of interest (Reading and Writing Stream, Learning Outcome 2.7 - Reading for Knowledge).
- Each student to tell the other students in the group about one of the places of interest (Oral Communication Stream, Learning Outcome 2.2 (c))
- Write a personal response or a report on one of the places of interest (Reading and Writing Stream, Learning Outcome 2.1 or 2.3)
- Write instructions on how to follow the map (Reading and Writing Stream, Learning Outcome 2.2)

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. A variety of modes of delivery may be used to deliver this module including classroom-based, teleconferencing and other off campus delivery formats but it is recommended that some face to face delivery is incorporated via a teacher, tutor or mentor.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16.)

Learning resources

Real life resources

Wherever possible students should work from real life resources, especially materials from their own life experience. These may include:

- shopping and advertising materials
- local maps, plans, street directories
- newspapers
- information leaflets

Hands on materials

There is a wide range of hands-on materials that are required for teaching at this level. Teachers should have access to materials such as:

- calculators
- dice, including 10-sided dice
- place value materials such as MAB blocks, straws,
- shapes and containers such as packaging, bottles, tins
- domestic measuring equipment such as scales, cups, builders and dressmakers tapes, etc.
- fraction materials such as fraction circles
- rulers, paper, card, scissors, glue, etc.
- clocks, watches, calendars

Print based resources

The references listed below include teacher and learner resources. It is not a definitive list and should be amended and updated on a regular basis.

Adult Basic Education Accreditation Framework Project: Vol. 3 - Draft Competence Statements for Adult Mathematics, State Training Board and Division of Further Education, Melbourne, 1992

Alcoze, Thom and others ***Multiculturalism in Mathematics, Science and Technology: Readings and Activities***, Addison-Wesley, Menlo Park, California, USA, 1993

Burns, Marilyn, ***The I Hate Mathematics! Book***, Cambridge University Press, Cambridge, 1987

Castles, I., ***Surviving Statistics: A User's Guide to the Basics***, Australian Bureau of Statistics, Canberra, 1992

Coben, Diana and Black, Sandy, ***The Numeracy Pack***, Adult Literacy and Basic Skills Unit, London, 1984

Dengate, Bob and Gill, Ken, ***Maths for Teenagers***, Longman Cheshire, Melbourne, 1989

de Klerk, Judith, ***Illustrated Maths Dictionary for Australian Schools***, Longman Cheshire, Melbourne, 1990

Downie, D., Slesnick, T., Stenmark J.K., ***Math for Girls and Other Problem Solvers***, Lawrence Hall of Science, University of California, Berkeley, California, 1981

Erickson, Tim, ***Get it Together: Math Problems for Groups Grades 4-12***, Lawrence Hall of Science, University of California, Berkeley, California, 1989

Ford, Kevin (ed.), ***Mathematics for Living (series): Car Mathematics, Mathematics Around the Home, Outdoor Mathematics, Rural Mathematics, Travel Mathematics***, Holmes McDougall and Educational Supplies, Brookvale, NSW, 1985

Girls into Mathematics, Open University, Cambridge University Press, Cambridge, 1986

Glassfield, Hazel et al, ***Numbers: Start Here***, Adult Literacy and Basic Skills Unit, London, 1982

Goddard, R., Marr, B., Martin, J., ***Strength in Numbers: A resource book for teaching adult numeracy***, Holmesglen College of TAFE, Holmesglen, Vic., 1991

Goddard, Ruth and Regan, Margaret, ***The Value of Time: Numeracy for workers in manufacturing***, Council of Adult Education, Melbourne, 1995

Helme, S and Marr, B. (eds), ***Mathematics: A New Beginning: A Resource Book for Teachers of Adults Returning to Study***, State Training Board, Victoria, Melbourne, 1987

Highet, Kristine, ***Maths matters: teaching numeracy to adults***, Foundation Studies Training Division, Western Sydney Institute of TAFE, Sydney, 1995

Kimball, Dolores Byrne, ***Math for the Real World: Book One***, New Reader Press, Syracuse, New York, 1990

Kimball, Dolores Byrne, ***Math for the Real World: Book Two***, New Readers Press, Syracuse, New York, 1990

Certificates in General Education for Adults

Lawrence, Gail and Moule, James, *Mathematics in Practice (series): Accommodation, Design, Health, Social Issues, The Consumer, Transport, Travel*, Harcourt Brace Jovanovich, Marrickville, NSW, 1989-1990

Lovitt, Charles and Clark, Doug, *MCTP Professional Development Package: Activity Bank Volume 1*, Curriculum Development Centre, Canberra, 1988

Lovitt, Charles and Clark, Doug, *MCTP Professional Development Package: Activity Bank Volume 2*, Curriculum Corporation, Carlton, Vic., 1988

Marr, Beth; Anderson, Chris; Tout, Dave, *Numeracy on the Line: Language Based Numeracy Activities for Adults*, National Automotive Industry Training Board, Doncaster, Vic., 1994

Marr, Beth and Halliday, Penny (eds), *Not one right answer: Mathematics within the Certificates of General Education for Adults*, Adult, Community and Further Education Board, Melbourne, 1995

Marr, Beth and Helme, Sue with Tout, Dave, *Breaking the Maths Barrier: A Kit for Building Staff Development Skills in Adult Numeracy*, Department of Employment, Education and Training, Canberra, 1991

McConnell, Suzanne and Treloar, Aileen (eds.), *Voices of Experience: A Professional Development Package for Adult and Workplace Literacy: Book 4 - Reframing Mathematics*, Department of Employment, Education and Training, Canberra, 1994

Number Munchers, (software) MECC, Minneapolis, Minnesota, USA, 1994

Ritchhart, R., *Making Numbers Make Sense: A Sourcebook for Developing Numeracy*, Addison-Wesley, US, 1994

Russell, Annie and Brady, Rae (eds.), *Numeracy Resources Kit: A Package for teachers of adults with a mild intellectual disability or learning problem*, Division of Further Education, Melbourne, 1991

Scinto, Joyce M., *Math Stories: Addition Subtraction*, New Readers Press, Syracuse, New York, 1992

Scinto, Joyce M., *Math Stories: Fractions Decimals Percents*, , New Readers Press, Syracuse, New York, 1992

Scinto, Joyce M., *Math Stories: Multiplication Division*, New Readers Press, Syracuse, New York, 1992

SPACES: Solving Problems of Access to Careers in Engineering and Science, Lawrence Hall of Science, Dale Seymour Publications, Palo Alto, California, 1982

Stenmark, J.K.; Thompson, V.; Cossey, R., *Family Math*, Lawrence Hall of Science, University of California, Berkeley, California, 1986

Thomas, John, Dataworks, *Lets's Go Shopping*, (software) Rowville, Vic., 1994

Tout, David and Johnston, Betty, *Adult Numeracy Teaching: making meaning in mathematics*, National Staff Development Committee for Vocational Education and Training, Melbourne, 1995

Victorian Adult Literacy and Basic Education Council, *Putting Maths in the Picture*, Adult, Community and Further Education Board, Victoria, Melbourne, 1993

Warner, Jack, *Graph Attack! Understanding Charts and Graphs*, Regents / Prentice Hall, Englewood Cliffs, New Jersey, 1993

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

Numeracy and Mathematics III

MODULE DETAILS

Module name

Numeracy and Mathematics III

Nominal duration

80 hours

Module code

VBC 860

Discipline code

General Numeracy 1302105

MODULE PURPOSE

The purpose of this module is to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

At the end of the module learners will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies.

PRE-REQUISITES

Numeracy and Mathematics Module II, VBC 859

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System (NRS) provides a common reference point for describing adult English language, literacy and numeracy curriculum.

However there are significant differences between the structure, learning outcomes and assessment criteria of the CGEA and the structure and format of the National Reporting System's Indicators of Competence. Therefore, there is no direct correlation between the individual learning outcomes and assessment criteria of the CGEA and the individual Indicators of Competence of the NRS. Generally the Numeracy and Mathematics Modules of the CGEA guarantee a wider knowledge of mathematics and numeracy than the NRS does. This is partly due to the fact that the NRS allows for specialisation and therefore a coverage of a limited range of areas of Mathematical Knowledge.

There is however a general alignment between levels 1 and 2 of the Numeracy and Mathematics stream of the CGEA and levels 1 and 2 numeracy Indicators of Competence of the NRS. Therefore learners attaining Level 1 of the CGEA can be credited with all four of the Numeracy and Mathematics Indicators of Competence of the NRS, and similarly for level 2.

Module 3 of the CGEA maps onto at least level 3 of the NRS but it also includes some aspects of Level 4 of the NRS. The CGEA Module 3 ensures a much wider breadth of knowledge and skills than level 3 of the NRS, but does not completely attain level 4 of the NRS.

Level 4 of the CGEA attains level 5 of the NRS and because of its emphasis on mathematics for further study does incorporate a much wider range of formal mathematical skills and concepts than NRS Level 5.

| Exit level of the CGEA | Level of the NRS |
|-------------------------------|---------------------------------------------------------------------------------------|
| Exit Level 1 | NRS Level 1 Indicators of Competence: 1.10, 1.11, 1.12 and 1.13 |
| Exit Level 2 | NRS Level 2 Indicators of Competence: 2.9, 2.10, 2.11 and 1.12 |
| Exit Level 3 | At least NRS Level 3 Indicators of Competence: 3.10, 3.11, 3.12 and 3.13 |
| Exit Level 4 | At least NRS Level 5 Indicators of Competence: 5.10, 5.11, 5.12 and 5.13 |

The Key Competencies

In a literacy and a numeracy classroom students will be using and developing their skills in gathering information and presenting it in a variety of forms, working to agreed timelines and in consultation with the teacher and other students as well as employing a number of time management and problem solving skills. The use of computers, and the analysis of numeracy within texts is often required in the process of reading and creating written texts. Students are constantly examining where they stand in relation to texts and the place of those texts in broader cultural contexts.

Specific tasks will of course highlight specific key competencies, and teachers should support the development of student's awareness of these skills and incorporate assessment of both Reading and Writing Key Competencies where appropriate.

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SUMMARY OF LEARNING OUTCOMES

The mathematical content and underpinning knowledge relevant to each learning outcome can be found in the Learning Outcome details. The learning outcomes for this module are:

3.1 Numeracy for Practical Purposes - Design

Can translate between 2 dimensional and 3 dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.

3.2 Numeracy for Practical Purposes - Measuring

Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations

3.3 Numeracy for Personal Organisation

Can use the conventions of distance, location and direction to read, create and use maps.

3.4 Numeracy for Interpreting Society - Data

Can use and create graphs and charts, and calculate and use averages, in order to interpret and reflect on information of relevance to self, work or community.

3.5 Numeracy for Interpreting Society - Numerical Information

Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.

3.6 Numeracy for Knowledge - Further Study in Maths (formulae)

Can develop and use simple formulae to describe and represent relationships between variables in real life contexts.

3.7 Numeracy for Knowledge - Further Study in Maths (problem solving)

Can use simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems.

ASSESSMENT STRATEGY

Assessment method

Students must demonstrate competency in *six out of the seven* learning outcomes to be credited with this module.

Assessment should be undertaken as an ongoing process which integrates knowledge and skills with their practical application over a period of time. It will require a combination of evidence collected through teacher observations and collection of written records of students' attempts at tasks and problem solving activities.

It will often be possible to assess aspects of more than one learning outcome within one assessment task eg a task which involves the practical application of measurement knowledge and skills (practical purposes - measurement) may also allow demonstration of ability to calculate with money (personal organisation).

It is not expected however that all assessment criteria for an outcome can be assessed within one single task. It might require a number of tasks collected or observed to completely assess any given outcome.

Where an assessment criteria includes a list of items of mathematical knowledge (eg in 3.2 Numeracy for Practical Purposes - Measuring “use the words, symbols and conventions for measurement units and rates such as metres squared, m^2 , hectares, building squares, cc, cm^3 , m^3 , $\$/m$, $\$/m^2$, etc.”) it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.

A range of assessment options should be used according to the needs of the student group and the learning situation. eg in the workplace, assessment could be from observation of students performing on-the-job tasks, whereas these may have to be simulated in a classroom environment.

A folio of evidence could be collected through a combination of the following:

- records of teacher observations of students’ activities, oral presentations, practical tasks, etc.
- samples of students’ written work
- written reports of investigations or problem solving activities
- student self assessment sheets, reflections, or journal entries
- pictures, diagrams, models created by students.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, contexts and materials where the maths content is accessible
- learner relies on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- learner performs where advice/modelling is available
- learner uses a blend of personal “in the head” methods and pen and paper and calculator procedures
- learner uses a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolling in the CGEA may already be competent in one or more of the modules or of some learning outcomes within a module. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 3

NOTE: Students must demonstrate competency in **six out of the seven** learning outcomes to be credited with this module.

The Learning Outcomes for Level 3 are detailed on the following pages.

Learning outcome 3.1 Numeracy for Practical Purposes - Design

Can translate between 2 dimensional and 3 dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) apply ratio to scales and similar figures
- (b) describe the properties of shapes using the concepts of angles, symmetry and similarity
- (c) interpret plans and diagrams of 3 dimensional objects and the conventions for representing them
- (d) draw diagrams which include appropriate use of conventions such as scales expressed in ratio form, clear indications of dimensions, clear labelling, etc.

Language

- (e) use the language of shape such as rectangle, triangle, isosceles, equilateral, regular, polygon, hexagon, diagonal, sphere, cube, cylinder, pyramid, etc. and descriptions such as horizontal, vertical, perpendicular and parallel
- (f) use the symbols and conventions for scales and angles such as $^{\circ}$, etc.
- (g) use the words, symbols and conventions for relevant measurement units such as m, cm, mm, $^{\circ}$, etc.

Interpretation

- (h) judge whether models, diagrams or plans are representative of original object or vice versa.

Performance range

- 2 dimensional drawings should be to scale, 3 dimensional drawings not necessarily accurately scaled.
- Relevant 3 dimensional shapes could include packaging, buildings, origami, machines/machine parts, furniture, etc.
- Ratios for scales in the form of 1:2.5 etc. should be understood.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, contexts and materials where the maths content is accessible
- learner relies on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- learner performs where advice/modelling is available
- learner uses a blend of personal "in the head" methods and pen and paper and calculator procedures
- learner uses a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 3.2 Numeracy for Practical Purposes - Measuring

Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge and Techniques

- (a) interpret and use the concepts and units of perimeter, area and volume
- (b) choose and use appropriate formulae for the areas of rectangles and volumes of cuboids
- (c) convert between metric units by applying knowledge of metric prefixes including decimal forms
- (d) choose and perform arithmetic operations where appropriate
- (e) approximate areas and volumes of relevant irregular shapes by using knowledge of standard areas and volumes
- (f) make an initial estimate of measurements
- (g) choose appropriately accurate measuring instrument and use it correctly to measure
- (h) read and interpret detailed calibrations on a range of measuring instruments

Language

- (i) use the words, symbols and conventions for measurement units and rates such as metres squared, m^2 , hectares, building squares, cc, cm^3 , m^3 , $\$/m$, $\$/m^2$, etc.

Interpretation

- (j) use estimation skills such as mental arithmetic, visualisation of size and quantity to check outcomes against initial estimates and rough calculations
- (k) evaluate the measurements and calculations in terms of the purpose of the practical situation.

Performance range

- Standard areas and volumes should include rectangles, triangles (as half of rectangle), cubes and cuboids but not volumes of other solids such as spheres, pyramids, cylinders etc.
- Measurement instruments may include tape measures, rulers, kitchen and bathroom scales, letter/parcel scales, thermometers, measuring cups/cylinders, etc.
- Use π in the context of the ratio between the circumference and diameter of a circle, and use it to calculate circumferences etc. (areas of circles is optional).
- Irregular shapes could include swimming pools, packaging, gardens, rooms, etc.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, contexts and materials where the maths content is accessible
- learner relies on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- learner performs where advice/modelling is available
- learner uses a blend of personal “in the head” methods and pen and paper and calculator procedures
- learner uses a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 3.3 Numeracy for Personal Organisation

Can use the conventions of distance, location and direction to read, create and use maps.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) use scales expressed visually or in ratio form to determine distances on maps or directories
- (b) apply rates concepts such as speed, fuel consumption rates, price rates, to practical calculations of time and cost related to distances to be travelled
- (c) measure and estimate angles relating to direction
- (d) determine approximate distance and direction between locations using simple scales or ratios on a map
- (e) interpret distances in terms of approximate travelling time
- (f) describe routes using appropriate language orally, in writing, or using sketch maps

Language

- (g) interpret and use symbols for distance, speed and rates, including ratio notation, visual keys, terminology such as km/h, kph, litres/100km, \$/l
- (h) interpret and use language, symbols and conventions for directions such as SW, S45W, or bearing of 225°

Interpretation

- (i) decide whether descriptions are accurate by self checking and observations of other interpretations
- (j) evaluate calculations through a combination of estimation techniques and reference to prior experience and knowledge.

Performance range

- Use problem solving tasks such as comparative studies of time or costs for journeys by car vs other available transport using maps to calculate average speed for walking, riding, running or driving from actual measurements; time or costs for journeys with distances estimated from a map; etc.
- Types of maps may include local maps, state maps, maps of Australia, survey or bushwalking maps, plans of large workplaces or institutions, or any other relevant maps which have keys and defined scales.
- Estimates of travel time should incorporate some formal rate calculations.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, contexts and materials where the maths content is accessible
- learner relies on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- learner performs where advice/modelling is available
- learner uses a blend of personal “in the head” methods and pen and paper and calculator procedures
- learner uses a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 3.4 Numeracy for Interpreting Society - Data

Can use and create graphs and charts, and calculate and use averages, in order to interpret and reflect on information of relevance to self, work or community.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) collect and represent data in graphical form using appropriate scales and axes
- (b) use whole numbers, percentages, decimals ratios found in statistical information including on charts and graphs
- (c) calculate the three averages - mean, median and mode - for sets of ungrouped data

Language

- (d) use a range of descriptive language of graphs, charts and averages such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average, etc.

Interpretation

- (e) interpret meaning of data, graphs and charts and the accompanying text in terms of personal implications, social consequences, and their validity and accuracy.
- (f) comprehend the meaning of the three types of averages - mean, median and mode - in terms of personal implications, social consequences.

Performance range

- The types of graphs could include pie charts, bar graphs, line graphs, pictograms, etc. of the kind found in newspapers, on household bills, information leaflets, etc.
- Scales created should be appropriate to the data collected or being analysed.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, contexts and materials where the maths content is accessible
- learner relies on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- learner performs where advice/modelling is available
- learner uses a blend of personal "in the head" methods and pen and paper and calculator procedures
- learner uses a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 3.5 Numeracy for Interpreting Society - Numerical Information

Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- choose appropriate mathematical procedures, related to concepts such as percentages, rates, ratios or probability
- make a rough estimate to numerical calculations
- select and accurately calculate with arithmetical operations using interchangeably the equivalent values for fractions, decimals and percentages, choosing a form appropriate to the calculation and apply them in the correct sequence
- use the meaning of percentages such as 4% means \$4 out of every \$100, etc. to roughly calculate simple percentages
- use a calculator to accurately perform above calculations

Language

- read and write decimal numbers such as point two four five, 0.245, two and five thousandths, 2.005, etc.
- use appropriately the common words, phrases and symbols for mathematical procedures such as percentages, rates, and arithmetical operations

Interpretation

- check the reasonableness of calculations against initial rough estimates and interpret the meaning of the result in terms of personal and/or social consequences.

Performance range

- Texts could include newspaper articles; financial information such as taxation returns; public information documents or leaflets from councils, utilities, services, etc.; documents from unions, employers, workplaces, etc.
- Procedures involving rates should include rates such as: km/hr, \$/m, one in ten, 86% of, etc.
- Procedures and numbers involving probabilities should include events such as chance of rain from weather data, gambling, etc.
- Procedures involving ratios should relate to situations such as mixing domestic and garden chemicals, recipes, etc.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, contexts and materials where the maths content is accessible
- learner relies on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- learner performs where advice/modelling is available
- learner uses a blend of personal "in the head" methods and pen and paper and calculator procedures
- learner uses a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 3.6 Numeracy for Knowledge - Further Study in Maths (formulae)

Can develop and use simple formulae to describe and represent relationships between variables in real life contexts.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) develop simple formulae and algebraic expressions which generalise straightforward number patterns or relationships between variables in familiar contexts such as cooking, repair charges, mixing chemicals, areas and volumes, etc.
- (b) substitute appropriately into developed formulae to find particular values
- (c) translate simple worded problems involving unknown quantities into simple equations
- (d) solve simple equations using informal techniques such as backtracking; or guess, check and improve

Language

- (e) make verbal generalisations of the number patterns or relationships being investigated using language such as doubling, halving, squaring, "\$25 plus \$60 per hour", etc.
- (f) use informal and some symbolic notation and representation of algebraic expressions such as letters, brackets, □'s, conventions for multiplication and division in algebra, etc.

Interpretation

- (g) decide on the effectiveness of the developed formulae by substituting known values
- (h) interpret the results obtained in the context of the original problem.

Performance range

- Expressions and equations should involve only one or two arithmetical steps.
- Informal representations using words or meaningful symbols such as □'s for unknowns, t's for teaspoons, P for profit, etc. are sufficient for written generalisations (use of x's and y's is not necessary).

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, contexts and materials where the maths content is accessible
- learner relies on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- learner performs where advice/modelling is available
- learner uses a blend of personal "in the head" methods and pen and paper and calculator procedures
- learner uses a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 3.7 Numeracy for Knowledge - Further Study in Maths (problem solving)

Can use simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) interpret and extract relevant information from text or problem solving activity by using appropriate techniques such as restating/rewriting, drawing diagrams or sketch, etc.
- (b) use a range of appropriate problem solving techniques selected from strategies such as guess and check; elimination; making a table, diagram or sketch; using patterns; simplifying; concrete modelling; etc.

Language

- (c) use appropriately both oral and written language to explain procedures used and to communicate the outcomes of the problem

Interpretation

- (d) interpret and comment upon the results obtained in the context of the original problem.

Performance range

- Expressions or patterns developed should involve only one or two arithmetical steps.
- Problems selected would be those requiring strategies other than standard application of arithmetical processes.
- Problem solving at this level would be modelled by the teacher/tutor and guidance and directions made available via provision of graded steps and/or leading questions.
- A variety of problem solving techniques should be encouraged to be used flexibly. It is not recommended that students be taught a set number of steps as being the right problem solving approach.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use concrete, relevant, contexts and materials where the maths content is accessible
- learner relies on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- learner performs where advice/modelling is available
- learner uses a blend of personal ‘in the head’ methods and pen and paper and calculator procedures
- learner uses a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

ASSESSMENT TASKS

Assessment tasks similar in complexity to these examples are recommended.

Task 1

She Sells Paintings by the Sea Shore

Bernadette sells paintings at the Esplanade market on Sundays for \$25 each. She pays \$80 to rent the stall.

How much would she make if she sells 5 paintings? 12 paintings?

Can you explain in words how to work out how much money Bernadette takes home if you know the number of paintings she sells?

Can you write this as a formula?

Does your formula work for 5 and 12 paintings?

Bernadette feel that her day has been worthwhile if she takes home \$500. How many paintings would she have to sell to make this amount?

Learning outcomes and assessment criteria covered:

This task has the potential to satisfy all the assessment criteria for Learning Outcome 3.6 **Numeracy for Knowledge - Further Study in Maths (formulae)** in that it requires developing a simple formula, using a symbol or letter such as p for paintings, substituting values into it to decide on its effectiveness, and finally solving an equation which must be interpreted in context.

Extension to Level 4

- Plot a graph showing how much money she takes home against the number of paintings she sells.
- Extend the problem to selling paintings at different prices and investigate the different results both graphically and algebraically.

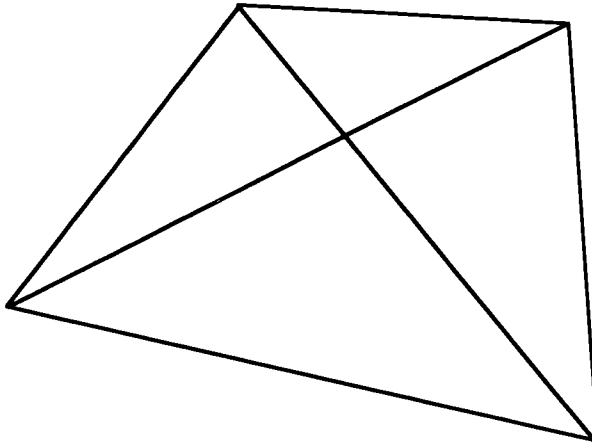
Extension to other streams

- Write a report explaining how much Bernadette takes home, how this was calculated and if she finds this worth while (Depending on the complexity of the report, Learning Outcome 2.3 or 3.3, Writing for Knowledge in the Reading and Writing Stream.)

Task 2

Diagonals

Look at the quadrilateral below. All of its DIAGONALS have been drawn for you. As you can see, there are only TWO diagonals for a quadrilateral.



Draw your own pentagon, hexagon, heptagon, etc., and draw in their diagonals.

By counting the diagonals for each figure, fill in the table below:

| Number of sides | Number of Diagonals |
|-----------------|---------------------|
| 3 | |
| 4 | 2 |
| 5 | |
| 6 | |
| 7 | |
| 8 | 20 |
| 9 | |
| 10 | |

Did you see a pattern?

Can you predict how many diagonals there are for a 15 sided figure?

Or how many diagonals would there be for an 18 sided figure?

Learning outcomes and assessment criteria covered:

This problem solving activity enables students to demonstrate competence in problem solving, Learning Outcomes 3.7 Numeracy for Knowledge - Further Study in Maths (problem solving). Most of the assessment criteria could be covered through a written report.

The task also has the potential to involve the assessment criteria e) of Learning Outcome 3.1 **Numeracy for Practical Purposes - Design**, i.e. e) “use the language of shape such as rectangle, triangle, isosceles, equilateral, regular, polygon, hexagon, diagonal, sphere, cube, cylinder, pyramid, etc. and descriptions such as horizontal, vertical, perpendicular and parallel”.

Comments:

At level 3 problem solving occurs usually through a task looking for patterns where a given strategy or strategies are provided - possible under the conditions of assessment statement “performs where advice/modelling is available”

In this particular example the solution can be found by extending the observed pattern of progressive addition. However at this level it is not expected that students could generalise - such a generalisation to an n-sided figure would be a level 4 task (see sample assessment task for Level 4).

Extension to Level 4

- See equivalent sample assessment item under Level 4.

Extension to other streams

- Write a report about your findings (Depending on the complexity of the report, Learning Outcome 2.3 or 3.3, Writing for Knowledge in the Reading and Writing Stream.)

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. A variety of modes of delivery may be used to deliver this module including classroom-based, teleconferencing and other off campus delivery formats but it is recommended that some face to face delivery is incorporated via a teacher, tutor or mentor.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16.)

Learning resources

Real life resources

Wherever possible students should work from real life resources, especially materials from their own life experience. These may include:

- shopping and advertising materials
- local maps, plans, street directories
- newspapers
- information leaflets

Hands on materials

There is a wide range of hands-on materials that are required for teaching at this level. Teachers should have access to materials such as:

- calculators
- cubes, such as centicubes
- dice, including 10-sided dice
- place value materials such as MAB blocks, straws,
- shapes and containers such as packaging, bottles, tins
- domestic measuring equipment such as scales, cups, builders and dressmakers tapes, etc.
- fraction materials such as fraction circles
- compasses, protractors
- rulers, paper, card, scissors, glue, etc.

Print based resources

The references listed below include teacher and learner resources. It is not a definitive list and should be amended and updated on a regular basis.

Adult Basic Education Accreditation Framework Project: Vol. 3 - Draft Competence Statements for Adult Mathematics, State Training Board and Division of Further Education, Melbourne, 1992

Alcoze, Thom and others *Multiculturalism in Mathematics, Science and Technology: Readings and Activities*, Addison-Wesley, Menlo Park, California, USA, 1993

Banwell, C.S.; Saunders, K.D., and Tahta, D.S, *Starting Points*, Tarquin Publications, Norfolk, UK, 1986

Burns, Marilyn, *The I Hate Mathematics! Book*, Cambridge University Press, Cambridge, 1987

Castles, I., *Surviving Statistics: A User's Guide to the Basics*, Australian Bureau of Statistics, Canberra, 1992

Costello, Pat; Jones, Peter and Phillips, Brian, *Mathematics and Community Services*, Institution of Engineers, Parkville, Vic., 1984

Costello, Pat; Jones, Peter and Phillips, Brian, *Mathematics and Manufacturing*, Institution of Engineers, Parkville, Vic., 1986

Costello, Pat; Jones, Peter and Phillips, Brian, *Mathematics and Recreation*, Institution of Engineers, Parkville, Vic., 1985

Certificates in General Education for Adults

Costello, Pat; Jones, Peter and Phillips, Brian, *Mathematics and Supply*, Institution of Engineers, Parkville, Vic., 1984

Dengate, Bob and Gill, Ken, *Maths for Teenagers*, Longman Cheshire, Melbourne, 1989

de Klerk, Judith, *Illustrated Maths Dictionary for Australian Schools*, Longman Cheshire, Melbourne, 1990

Downie, D., Slesnick, T. and Stenmark J.K., *Math for Girls and Other Problem Solvers*, Lawrence Hall of Science, University of California, Berkeley, California, 1981

Eggard, J., Flewelling, G.; Newell, C. and Warburton, W., *Making Connections with Mathematics*, Janson Publications, US, 1988

Erickson, Tim, *Get it Together: Math Problems for Groups Grades 4-12*, Lawrence Hall of Science, University of California, Berkely, California, 1989

Ford, Kevin (ed.), *Mathematics for Living (series): Car Mathematics, Mathematics Around the Home, Outdoor Mathematics, Rural Mathematics, Travel Mathematics*, Holmes McDougall and Educational Supplies, Brookvale, NSW, 1985

Girls into Mathematics, Open University, Cambridge University Press, Cambridge, 1986

Glassfield, Hazel et al, *Numbers: Start Here*, Adult Literacy and Basic Skills Unit, London, 1982

Goddard, R., Marr, B. and Martin, J., *Strength in Numbers: A resource book for teaching adult numeracy*, Holmesglen College of TAFE, Holmesglen, Vic., 1991

Goddard, Ruth and Regan, Margaret, *The Value of Time: Numeracy for workers in manufacturing*, Council of Adult Education, Melbourne, 1995

Garland, T.H., *Fascinating Fibonacci - Mystery and Magic in Numbers*, Dale Seymour Publications, US, 1987

Hatherly, Sue; Thiering, Jeannette and McLeod, Janice, *Teaching vocational mathematics*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1992

Helme, S and Marr, B. (eds), *Mathematics: A New Beginning: A Resource Book for Teachers of Adults Returning to Study*, State Training Board, Victoria, Melbourne, 1987

Helme, Sue and Marr, Beth, *Some Beginnings in Algebra*, Northern Metropolitan College of TAFE, Melbourne, 1995

Hemmings, R. and Tahta, D., *Images of Infinity*, Leapfrogs Group/Tarquin Publications, Stradbroke, Norfolk, England, 1984

Highet, Kristine, *Maths matters: teaching numeracy to adults*, Foundation Studies Training Division, Western Sydney Institute of TAFE, Sydney, 1995

Johnston, J., Kissane, B., Lowe, I., and Willis, S., *Access to Algebra: Books 1, 2 & 3*, Curriculum Corporation, Carlton, Vic., 1993

Johnson, Art, *Classic Math: History Topics for the Classroom*, Dale Seymour Publications, Palo Alto, California, 1994

- Kimball, Dolores Byrne, *Math for the Real World: Book One*, New Reader Press, Syracuse, New York, 1990
- Kimball, Dolores Byrne, *Math for the Real World: Book Two*, New Readers Press, Syracuse, New York, 1990
- Lawrence, Gail and Moule, James, *Mathematics in Practice (series): Accommodation, Design, Health, Social Issues, The Consumer, Transport, Travel*, Harcourt Brace Jovanovich, Marrickville, NSW, 1989-1990
- Lovitt, Charles and Clark, Doug, *MCTP Professional Development Package: Activity Bank Volume 1*, Curriculum Development Centre, Canberra, 1988
- Lovitt, Charles and Clark, Doug, *MCTP Professional Development Package: Activity Bank Volume 2*, Curriculum Corporation, Carlton, Vic., 1988
- Marr, Beth; Anderson, Chris; Tout, Dave, *Numeracy on the Line: Language Based Numeracy Activities for Adults*, National Automotive Industry Training Board, Doncaster, Vic., 1994
- Marr, Beth and Halliday, Penny (eds), *Not one right answer: Mathematics within the Certificates of General Education for Adults*, Adult, Community and Further Education Board, Melbourne, 1995
- Marr, Beth and Helme, Sue with Tout, Dave, *Breaking the Maths Barrier: A Kit for Building Staff Development Skills in Adult Numeracy*, Department of Employment, Education and Training, Canberra, 1991
- McConnell, Suzanne and Treloar, Aileen (eds.), *Voices of Experience: A Professional Development Package for Adult and Workplace Literacy: Book 4 - Reframing Mathematics*, Department of Employment, Education and Training, Canberra, 1994
- Mottershead, L., *Metamorphosis: A Source Book of Mathematical Discovery*, Dale Seymour Publications, US, 1977
- Pappas, Theoni, *More Joy of Mathematics: Exploring Mathematics All Around You*, Wide World Publishing, San Carlos, California, 1991
- Pappas, Theoni, *The Joy of Mathematics: Discovering Mathematics All Around You*, Wide World Publishing, San Carlos, California, 1989
- Perl, Teri, *Math Equals: Biographies of Women Mathematicians and Related Activities*, Addison-Wesley, Menlo Park, California, 1978
- Ritchhart, R., *Making Numbers Make Sense: A Sourcebook for Developing Numeracy*, Addison-Wesley, US, 1994
- Russell, Annie and Brady, Rae (eds.), *Numeracy Resources Kit: A Package for teachers of adults with a mild intellectual disability or learning problem*, Division of Further Education, Melbourne, 1991
- SPACES: Solving Problems of Access to Careers in Engineering and Science*, Lawrence Hall of Science, Dale Seymour Publications, Palo Alto, California, 1982
- Tout, David and Johnston, Betty, *Adult Numeracy Teaching: making meaning in mathematics*, National Staff Development Committee for Vocational Education and Training, Melbourne, 1995

Certificates In General Education for Adults

Victorian Adult Literacy and Basic Education Council, *Putting Maths in the Picture*, Adult, Community and Further Education Board, Victoria, Melbourne, 1993

Warner, Jack, *Graph Attack! Understanding Charts and Graphs*, Regents / Prentice Hall, Englewood Cliffs, New Jersey, 1993

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

Numeracy and Mathematics IV

MODULE DETAILS

Module name

Numeracy and Mathematics IV

Nominal duration

80 hours

Module code

VBC 861

Discipline code

Bridging Mathematics 1302110

MODULE PURPOSE

The purpose of this module is to provide learners with the early stages of knowledge and skills belonging to several formal areas of mathematics. The mathematics involved will include: numerical calculations and analysis of graphical data required for interpreting information about society; the use of formulae, algebraic techniques and problem solving strategies; and familiarity with fundamental processes of at least two selected specialist mathematical areas.

At the end of the module learners will be able to confidently perform calculations using a variety of methods. They will be able to interpret and use the formal symbols and conventions of the chosen fields of mathematics in order to solve simple problems, and to communicate their problem solving processes in writing using a variety of informal and formal language.

PRE-REQUISITES

Numeracy and Mathematics Module III, VBC 860

RELATIONSHIP TO COMPETENCY STANDARDS

There are no nationally endorsed competencies in this area at present. However, the National Reporting System (NRS) provides a common reference point for describing adult English language, literacy and numeracy curriculum.

However there are significant differences between the structure, learning outcomes and assessment criteria of the CGEA and the structure and format of the National Reporting System's Indicators of Competence. Therefore, there is no direct correlation between the individual learning outcomes and assessment criteria of the CGEA and the individual Indicators of Competence of the NRS. Generally the Numeracy and Mathematics Modules of the CGEA guarantee a wider knowledge of mathematics and numeracy than the NRS does. This is partly due to the fact that the NRS allows for specialisation and therefore a coverage of a limited range of areas of Mathematical Knowledge.

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There is however a general alignment between levels 1 and 2 of the Numeracy and Mathematics stream of the CGEA and levels 1 and 2 numeracy Indicators of Competence of the NRS. Therefore learners attaining Level 1 of the CGEA can be credited with all four of the Numeracy and Mathematics Indicators of Competence of the NRS, and similarly for level 2.

Module 3 of the CGEA maps onto at least level 3 of the NRS but it also includes some aspects of Level 4 of the NRS. The CGEA Module 3 ensures a much wider breadth of knowledge and skills than level 3 of the NRS, but does not completely attain level 4 of the NRS.

Level 4 of the CGEA attains level 5 of the NRS and because of its emphasis on mathematics for further study incorporates a much wider range of formal mathematical skills and concepts than NRS Level 5.

| Exit level of the CGEA | Level of the NRS |
|------------------------|---------------------------------------------------------------------------------------|
| Exit Level 1 | NRS Level 1 Indicators of Competence: 1.10, 1.11, 1.12 and 1.13 |
| Exit Level 2 | NRS Level 2 Indicators of Competence: 2.9, 2.10, 2.11 and 1.12 |
| Exit Level 3 | At least NRS Level 3 Indicators of Competence: 3.10, 3.11, 3.12 and 3.13 |
| Exit Level 4 | At least NRS Level 5 Indicators of Competence: 5.10, 5.11, 5.12 and 5.13 |

The Key Competencies

In a literacy and a numeracy classroom students will be using and developing their skills in gathering information and presenting it in a variety of forms, working to agreed timelines and in consultation with the teacher and other students as well as employing a number of time management and problem solving skills. The use of computers, and the analysis of numeracy within texts is often required in the process of reading and creating written texts. Students are constantly examining where they stand in relation to texts and the place of those texts in broader cultural contexts.

SUMMARY OF LEARNING OUTCOMES

The mathematical content and underpinning knowledge relevant to each learning outcome can be found in the learning outcome details. The learning outcomes for this module are:

4.1 Numeracy for Interpreting Society - Data

Can use graphs, charts and measures of central tendency and spread to interpret, analyse and describe information of relevance to self, work or community.

4.2 Numeracy for Interpreting Society - Numerical Information

Can use and calculate with rational numbers, percentages and ratios to analyse and evaluate relevant aspects of personal, work or community life.

4.3 Numeracy for Knowledge - Further Study in Maths (formulae and graphs)

Can develop and use formulae and their graphs to describe and represent relationships between variables in a range of contexts.

4.4 Numeracy for Knowledge - Further Study in Maths (algebraic techniques)

Can use algebraic techniques to investigate and solve mathematical problems.

4.5 Numeracy for Knowledge - Further Study in Maths (Area A)

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems.

4.6 Numeracy for Knowledge - Further Study in Maths (Area B)

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems.

4.7 Numeracy for Knowledge - Further Study in Maths (problem solving)

Can use mathematical problem solving techniques to interpret, investigate and solve mathematical problems.

ASSESSMENT STRATEGY

Assessment method

Students must demonstrate competency in *six out of the seven* learning outcomes to be credited with this module.

Assessment should be undertaken as an ongoing process which integrates knowledge and skills with their practical application over a period of time. It will require a combination of evidence collected through teacher observations and collection of written records of students' attempts at tasks and problem solving activities.

It will often be possible to assess aspects of more than one learning outcome within one assessment task e.g. a task which involves the application of formulae and graphs (Learning Outcome 4.3) may also allow demonstration of ability with algebraic techniques (Learning Outcome 4.4).

It is not expected however that all assessment criteria for an outcome can be assessed within one single task. It might require a number of tasks collected or observed to completely assess any given outcome.

Where the assessment criteria include a list of items of mathematical knowledge or language (e.g. 4.1 Numeracy for Interpreting Society - Data: "use the descriptive language of graphs, charts and measures of central tendency and spread such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average, distorted, top 10%, etc.") it is assumed that most of these will be included as part of the teaching/learning program. It is not envisaged that all the listed items be assessed individually - competence in one or two being sufficient evidence that the criterion can be met.

A range of assessment options should be used according to the needs of the student group and the learning situation. e.g. in the workplace, assessment could be from observation of students performing on-the-job tasks, whereas these may have to be simulated in a classroom environment.

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A folio of evidence could be collected through a combination of the following:

- records of teacher observations of students' activities, oral presentations, practical tasks, etc.
- samples of students' written work
- written reports of investigations or problem solving activities
- student self assessment sheets, reflections, or journal entries
- pictures, diagrams, models created by students.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use relevant contexts and materials where the maths content may be hidden
- learners use a range of mathematical experiences and knowledge to derive meaning, reflect and critically review the mathematics involved
- learners perform where some clarification and discussion of strategies is available if required.
- learners use processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies.
- learners use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

RECOGNITION OF PRIOR LEARNING

The recognition of prior learning acknowledges the skills and knowledge obtained through:

- formal training and education
- work experience
- life experience.

Some students enrolling in the CGEA may already be competent in one or more of the modules or of some learning outcomes within a module. They should be given the opportunity to show competence through:

- formal RPL procedures
- the initial interview and assessment for placement
- normal assessment of the student in the classroom.

LEARNING OUTCOME DETAILS - LEVEL 4

NOTE: Students must demonstrate competency in **six out of the seven** learning outcomes to be credited with this module.

The Learning Outcomes for Level 4 are detailed on the following pages.

Learning outcome 4.1 Numeracy for Interpreting Society - Data

Can use graphs, charts and measures of central tendency and spread to interpret, analyse and describe information of relevance to self, work or community.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- collect, group and represent statistical data in appropriate graphical form
- use whole numbers, percentages, decimals or ratios used in a range of statistical information
- find the three measures of central tendency - mean, median and modal class - for grouped data
- calculate common measures of spread such as the range and common percentiles

Language

- use the descriptive language of graphs, charts and measures of central tendency and spread such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average, distorted, top 10%, etc.
- use appropriately words and symbols for graphs, charts and measures of central tendency and spread such as frequency, f , x , etc.

Interpretation

- analyse the meaning of data, graphs and charts, any measures of central tendency and spread, and the accompanying text in terms of personal implications, social consequences, and their validity and accuracy
- identify whether graphs or statistics have been used to distort or exaggerate.

Performance range

- The types of graphs or charts could include pie charts, frequency graphs such as bar graphs, scatter diagrams, box and whisker plots, line graphs, and cumulative frequency graphs.
- Axes and scales created should be appropriate to the data collected or being analysed.
- Distortions of axes and scales covered should include examples such as changing the scale, having gaps in the scale, using pictograms inappropriately to exaggerate scales.
- Median should be found from a cumulative frequency graph.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use relevant contexts and materials where the maths content may be hidden
- learners use a range of mathematical experiences and knowledge to derive meaning, reflect and critically review the mathematics involved
- learners perform where some clarification and discussion of strategies is available if required.
- learners use processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies.
- learners use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 4.2 Numeracy for Interpreting Society - Numerical Information

Can use and calculate with rational numbers, percentages and ratios to analyse and evaluate relevant aspects of personal, work or community life.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge and Techniques

- (a) choose appropriate mathematical procedures, such as percentages, rates, ratios, probability and chance, and apply them in the correct sequence
- (b) make a rough estimate to numerical calculations
- (c) select and accurately calculate with rational numbers (including signed numbers and numbers expressed in scientific notation) and arithmetical operations using interchangeably the equivalent values for fractions, decimals, ratios and percentages, choosing a form appropriate to the calculation

Language

- (d) use appropriately words, phrases and symbols for rational numbers and mathematical procedures

Interpretation

- (e) analyse the use of the numbers and mathematical concepts and reflect on the meaning of the solutions in terms of their validity and accuracy and their personal implications and social consequences.

Performance range

- Texts could include newspaper articles, data on social issues such as gambling, financial information such as banking loans, public information put out by councils, utilities, services, etc.
- Mathematical procedures and numbers could include rates, ratios and proportions but also probabilities of events such as winning tatts/lotto, horse racing odds, throwing of dice, etc.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use relevant contexts and materials where the maths content may be hidden
- learners use a range of mathematical experiences and knowledge to derive meaning, reflect and critically review the mathematics involved
- learners perform where some clarification and discussion of strategies is available if required.
- learners use processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies.
- learners use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 4.3 Numeracy for Knowledge - Further Study in Maths (formulae and graphs)

Can develop and use formulae and their graphs to describe and represent relationships between variables in a range of contexts.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) use algebraic rules, formulae, graphs and their conventions
- (b) identify general shapes and major characteristics of linear and simple non-linear graphs and interpret their real world meanings
- (c) create own equations, rules or sketch graphs from worded problems or observed situations
- (d) develop algebraic expressions, rules, formulae, or sketch graphs to generalise straightforward number patterns or observable relationships between variables
- (e) draw graphs using techniques such as plotting points; sketching from known main features of algebraic function; or using technology like a graphing calculator or computer package
- (f) use graphical techniques to solve equations

Language

- (g) use symbolic notation and the representation of algebra such as simple indices, square roots, brackets, alternative conventions for division, and signed numbers to express and interpret formulae, rules and equations

Interpretation

- (h) interpret and evaluate results obtained in the context of the original problem.

Performance range

- Generalisations or formulae created might 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.
- Equations to be solved by graphical techniques could include solving simultaneous equations.
- Where experimental data is plotted, lines of best fit to be drawn by eye only.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use relevant contexts and materials where the maths content may be hidden
- learners use a range of mathematical experiences and knowledge to derive meaning, reflect and critically review the mathematics involved
- learners perform where some clarification and discussion of strategies is available if required.
- learners use processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies.
- learners use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 4.4 Numeracy for Knowledge - Further Study in Maths (algebraic techniques)

Can use algebraic techniques to investigate and solve mathematical problems.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) demonstrate knowledge of the conventions and use of algebra
- (b) creates equations in problem solving situations which involve one or two unknowns.
- (c) recognise the potential for algebraic techniques in problem solving situations
- (d) substitutes appropriately in formulae or algebraic expressions to find particular values
- (e) solve a range of equations using a variety of techniques such as: same operation on both sides; backtracking; factorising; or guess, check and improve

Language

- (f) use symbolic notation and the representation of algebra such as indices, square roots, brackets, alternative conventions for division, and signed numbers to express and interpret formulae, rules and equations

Interpretation

- (g) interpret and evaluate results obtained in the context of the original problem.

Performance range

- Indices should include positive, negative and fractional values and application of the index laws.
- Conventions of algebra should include transformations, simplification, factorisation, and some manipulation of algebraic fractions.
- Range of equations that can be solved should include a variety of types such as linear, quadratic, and simultaneous equations, which emerge from problem solving situations.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use relevant contexts and materials where the maths content may be hidden
- learners use a range of mathematical experiences and knowledge to derive meaning, reflect and critically review the mathematics involved
- learners perform where some clarification and discussion of strategies is available if required.
- learners use processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies.
- learners use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 4.5 Numeracy for Knowledge - Further Study in Maths (Area A)

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) identify a range of appropriate mathematical knowledge for the area being studied
- (b) apply and use appropriate mathematical skills and techniques from the area to solve mathematical problems
- (c) use specialised calculator functions relevant to the mathematical area such as trigonometric, statistical, power functions

Language

- (d) use appropriately both oral and formal written language and symbols related to the maths area

Interpretation

- (e) determine the appropriate degree of accuracy required for the situation
- (f) interpret and comment upon the results obtained in the context of the original problem.

Performance range

- Mathematical concepts and techniques should provide students with the opportunity to be introduced to ONE selected specialist maths area such as trigonometry, business maths, statistics, probability, formal geometry, measurement (e.g. use of techniques and formulae for irregular areas and volumes of complex solids) etc. which is relevant to the future study needs of the student.
- Maths concepts and techniques selected should be introductory and enable the student to have the basis for further study in the area.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use relevant contexts and materials where the maths content may be hidden
- learners use a range of mathematical experiences and knowledge to derive meaning, reflect and critically review the mathematics involved
- learners perform where some clarification and discussion of strategies is available if required.
- learners use processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies.
- learners use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 4.6 Numeracy for Knowledge - Further Study in Maths (Area B)

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) identify a range of appropriate mathematical knowledge for the area being studied
- (b) apply and use appropriate mathematical skills and techniques from the area to solve mathematical problems
- (c) use specialised calculator functions relevant to the mathematical area such as trigonometric, statistical, power functions

Language

- (d) use appropriately both oral and formal written language and symbols related to the maths area

Interpretation

- (e) determine the appropriate degree of accuracy required for the situation
- (f) interpret and comment upon the results obtained in the context of the original problem.

Performance range

- Mathematical concepts and techniques should provide students with the opportunity to be introduced to ONE selected specialist maths area such as trigonometry, business maths, statistics, probability, formal geometry, measurement (e.g. use of techniques and formulae for irregular areas and volumes of complex solids) etc. which is relevant to the future study needs of the student.
- Maths concepts and techniques selected should be introductory and enable the student to have the basis for further study in the area.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use relevant contexts and materials where the maths content may be hidden
- learners use a range of mathematical experiences and knowledge to derive meaning, reflect and critically review the mathematics involved
- learners perform where some clarification and discussion of strategies is available if required.
- learners use processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies.
- learners use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

Learning outcome 4.7 Numeracy for Knowledge - Further Study in Maths (problem solving)

Can use mathematical problem solving techniques to interpret, investigate and solve mathematical problems.

Assessment criteria

Not all assessment criteria need to be met in the one assessment task or activity

Mathematical Knowledge & Techniques

- (a) interpret and extract relevant information from text or problem solving activity by using appropriate techniques such as restating/rewriting, drawing diagrams or sketch, etc.
- (b) use a range of appropriate problem solving techniques selected from strategies such as: guess and check; elimination; making a table, diagram or sketch; using patterns, rules, relationships; simplifying; or using a model or graph; etc.

Language

- (c) use appropriately both oral and written language of problem solving and related mathematical areas to explain procedures used to solve a context based problem and to communicate the outcomes of the problem

Interpretation

- (d) interpret and comment upon the results obtained in the context of the original problem.

Performance range

- Any expressions or patterns developed should only use mathematical procedures relevant to other learning outcomes of this level of the Certificate.
- It is not recommended that students be taught a set number of steps as being the right problem solving approach, but that a variety of techniques be encouraged to be used flexibly.
- Learners should be able to independently develop and use their own problem solving strategies “where some clarification and discussion of strategies is available” from the teacher/tutor.

Conditions of assessment

The conditions of assessment apply to all learning outcomes in the module. They are:

- use relevant contexts and materials where the maths content may be hidden
- learners use a range of mathematical experiences and knowledge to derive meaning, reflect and critically review the mathematics involved
- learners perform where some clarification and discussion of strategies is available if required.
- learners use processes flexibly and interchangeably selecting from pen and paper, mental and electronically assisted strategies.
- learners use a combination of oral and written mathematical and general language, symbols, abbreviations and diagrams.

ASSESSMENT TASKS

Assessment tasks similar in complexity to these examples are recommended.

Task 1

The salesperson

A white goods sales company needs an additional sales representative and is considering paying either:

- (i) a retainer of \$15,000 per annum plus 7.5% commission on all sales; or
- (ii) a straight commission of 12.5% on all sales.

What don't we know - what other information do you need to make realistic judgements? Gather that information or decide as a group what you believe are realistic figures to base your analysis on.

Consider this from the point of view of both the company and the sales person. Which is the best option for each?

Approach the analysis from both a graphical and an algebraic perspective. Which do you think is the most effective?

Learning outcomes and assessment criteria covered:

This task has the potential to satisfy Learning Outcomes 4.2 Numeracy for Interpreting Society - Numerical Information, 4.3 Numeracy for Knowledge - Further Study in Maths (formulae and graphs) and 4.4 Numeracy for Knowledge - Further Study in Maths (algebraic techniques). Most of their assessment criteria could be covered depending on the breadth of the analysis undertaken by the student.

However, other assessment tasks may be required to cover:

- 4.2 a) where a task may be needed to cover ratios, probability or rates;
- 4.2 c) where other forms of rational numbers and calculations are covered;
- 4.3 b) where other tasks may be needed to cover non-linear graphs;
- 4.3 g) where other algebraic conventions are used, particularly indices; and
- 4.4 e) where other algebraic techniques are used.

Comments:

An assessment investigation like "The Salesperson" would follow on from similar explorations which model the strategies and the types of maths analysis and techniques required. The task would probably begin with small group discussions where "some clarification and discussion of strategies is available if required" (Conditions of assessment). There would need to be, for example, clarification of the meaning of white goods and their costs, possible sales figures, time frame to analyse - weekly, monthly, yearly, etc.

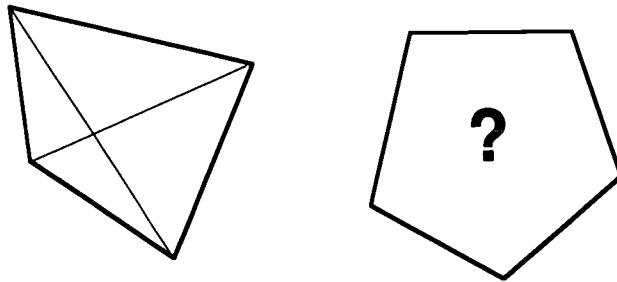
Extension to other streams:

- Discussion of the problem (Depending on extent and depth of discussion it could cover Learning Outcome 3.3 or 4.3, Oracy for Exploring Issues and Problem Solving in the Oral Communication Stream).

Task 2

Diagonals

Investigate the number of diagonals for different polygons.



Can you predict how many diagonals there are for a 15-sided figure? For an n -sided figure?

Learning outcomes and assessment criteria covered:

Problems such as this enable students to demonstrate competence in problem solving, Learning Outcome 4.7 **Numeracy for Knowledge - Further Study in Maths (problem solving)**. Most of the assessment criteria could be covered through a written report. It should be noted that a “correct” or “successful” solution to such a problem is not essential in order to satisfy all the assessment criteria.

Comments:

Although the problem can be solved at level 3 by observing a pattern in conjunction with prompts from the teacher (as described in the equivalent assessment sample for Level 3 given earlier) for the generalisation to an n -sided figure this strategy is not sufficient.

Analysis of the number of diagonals emanating from the vertices is the most commonly discovered strategy. Arriving at this normally requires a great deal of discussion, trial and error, sketching diagrams, etc. The role of the teacher and/or other students will probably be necessary in indicating the starting point of such an investigation. This is, as under the above example, permissible under the conditions of assessment.

Extension to other streams:

- Write a report about your findings (Depending on the complexity of the report, Learning Outcome 2.3 or 3.3, Writing for Knowledge in the Reading and Writing Stream.)

DELIVERY OF THE MODULE

Delivery strategy

This module can be delivered in any way that allows students to develop competence in the learning outcomes. A variety of modes of delivery may be used to deliver this module including classroom-based, teleconferencing and other off campus delivery formats but it is recommended that some face to face delivery is incorporated via a teacher, tutor or mentor.

Classroom based delivery should include a mixture of whole class, small group and individual activities.

Delivery can be part-time or full-time.

It is essential that the curriculum be delivered in a way that meets the needs of the learners and that the teaching/learning methods employed should allow for individual differences in learning styles.

Students must be actively involved in what is to be covered and how it is to be covered. This may take the form of negotiation of content and should allow students to develop a range of learning strategies.

Learning activities should encourage the integration of learning outcomes.

Learning activities should be flexible to allow students to work across levels.

Resources

Human resources

The module should be delivered by suitably qualified teachers. (See Course Information, p. 16.)

Learning resources

Real life equipment, resources and materials

Wherever possible students should work from real life resources, especially materials from their own life experience. There is a wide range of equipment and materials that are required for teaching at this level. Teachers and learners may need access to resources such as:

- scientific calculators
- computers and appropriate mathematical, graphical, statistical or spreadsheet software
- plans, maps, measuring equipment, etc.

Print based resources

The references listed below include teacher and learner resources. It is not a definitive list and should be amended and updated on a regular basis.

Adult Basic Education Accreditation Framework Project: Vol. 3 - Draft Competence Statements for Adult Mathematics, State Training Board and Division of Further Education, Melbourne, 1992

Alcoze, Thom and others *Multiculturalism in Mathematics, Science and Technology: Readings and Activities*, Addison-Wesley, Menlo Park, California, USA, 1993

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- Costello, Pat, Jones, Peter and Phillips, Brian, *Mathematics and Community Services*, Institution of Engineers, Parkville, Vic., 1984
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- Highet, Kristine, *Maths matters: teaching numeracy to adults*, Foundation Studies Training Division, Western Sydney Institute of TAFE, Sydney, 1995
- Johnston, Jayne, Kissane, Barry, Lowe, Ian and Willis, Sue, *Access to Algebra: Books 1, 2 & 3* Curriculum Corporation, Carlton, Vic., 1993
- Johnson, Art, *Classic Math: History Topics for the Classroom*, Dale Seymour Publications, Palo Alto, California, 1994
- Lawrence, Gail and Moule, James, *Mathematics in Practice (series): Accommodation, Design, Health, Social Issues, The Consumer, Transport, Travel*, Harcourt Brace Jovanovich, Marrickville, NSW, 1989-1990
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Lovitt, Charles and Clark, Doug, *MCTP Professional Development Package: Activity Bank Volume 2*, Curriculum Corporation, Carlton, Vic., 1988

Marr, Beth, Anderson, Chris and Tout, Dave, *Numeracy on the Line: Language Based Numeracy Activities for Adults*, National Automotive Industry Training Board, Doncaster, Vic., 1994

Marr, Beth and Halliday, Penny (eds), *Not one right answer: Mathematics within the Certificates of General Education for Adults*, Adult, Community and Further Education Board, Melbourne, 1995

Marr, Beth and Helme, Sue with Tout, Dave, *Breaking the Maths Barrier: A Kit for Building Staff Development Skills in Adult Numeracy*, Department of Employment, Education and Training, Canberra, 1991

McConnell, Suzanne and Treloar, Aileen (eds.), *Voices of Experience: A Professional Development Package for Adult and Workplace Literacy: Book 4 - Reframing Mathematics*, Department of Employment, Education and Training, Canberra, 1994

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SPACES: Solving Problems of Access to Careers in Engineering and Science, Lawrence Hall of Science, Dale Seymour Publications, Palo Alto, California, 1982

Tout, David and Johnston, Betty, *Adult Numeracy Teaching: making meaning in mathematics*, National Staff Development Committee for Vocational Education and Training, Melbourne, 1995

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Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

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GENERAL
CURRICULUM
OPTION
STREAM

The General Curriculum Options Stream

WHAT ARE KEY COMPETENCIES?

'Key competencies' is the term used for generic skills in Australia. Other countries have developed differing yet equivalent sets of generic skills for use in education and training but use different terms such as 'essential skills' in New Zealand, 'foundation skills' or 'workplace competencies' in the United States, and 'core skills' in England and Scotland.

The definition of key competencies in the Mayer Report is as follows:

Key competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in specific occupations and industries. This characteristic means that the Key Competencies are not only essential for effective participation in work but are also essential for effective participation in further education and in adult life more generally. (The Key Competencies Report- Putting General Education to Work, Mayer 1992a, p.7)

HISTORY OF THE KEY COMPETENCIES

The Finn Committee was one of the first to consider the definitions of generic competencies for Australian education and training - the 1991 Finn report was used by the Mayer committee to develop the concept of work related key competencies.

Seven Key Competencies were developed and published in the *Putting General Education to Work* report in 1992.

The Mayer Committee had considered an eighth Key Competency, 'Cultural Understanding' but did not nominate it with the original seven, recommending that it be declared inherent within them. In 1993, Ministers of Vocational Education, Employment and Training agreed that the list of Key Competencies be amended by the inclusion of 'Cultural Understandings.'

The final report on *Cultural Understandings as the Eighth Key Competency*, (1994) by the research consortium managed by the NLLIA Centre for Workplace, Communication and Culture and a discussion paper on *The Redrafting of the Proposed Eighth Key Competency* by David Rumsey and Bill Hannan for the Curriculum Corporation and the Standards and Curriculum Council, 1995, represent two significant bodies of work on the definition, development and scope of the Eighth Key Competency.

In 1996, the minutes from a meeting of the Ministerial Committee on Employment, Education, Training and Youth Affairs noted that: "further work on the definition of an Eighth Key competency should cease" but that: "individual States and Territories undertake studies of the applications of Cultural Understandings in curricula for life long learning and non- work situations". It is from this recommendation that the eighth learning outcome of the General Curriculum Options was developed and included within the CGEA- a broad and holistic curriculum.

Creation of eighth learning outcome for the General Curriculum Options

The additional learning outcome for the General Curriculum Options - 'Identify, analyse and apply the practices of culture' is informed by both the final report on 'Cultural Understandings as the Eighth Key Competency, 1994' by the research consortium managed by the NLLIA Centre for Workplace, Communication and Culture and a discussion paper on *The Redrafting of the Proposed Eighth Key Competency* by David Rumsey and Bill Hannan for the Curriculum Corporation and the Standards and Curriculum Council, 1995.

'Identify, analyse, and apply the practices of culture' has been included as a discrete additional learning outcome in the General Curriculum Options because as the report *Cultural Understandings as the Eighth Key Competency* noted in 1994; "competency frameworks which treat cultures as everywhere, tend to recognise them as nowhere" (p.23, 1994). However, it must be noted that cultural understandings are also embedded in the other even learning outcomes and practitioners are encouraged to use an integrated approach in the application of the learning outcomes.

Competency based curriculum requirements have seen the replacement of 'use an understanding' with the demonstrable and assessable 'identify, analyse and apply' to the learning outcome title. It is anticipated that the meaning conveyed by 'use an understanding' is also conveyed by the learning outcome and associated assessment criteria.

The additional learning outcome for the General Curriculum Options- 'Identify, analyse, and apply the practices of culture' is informed by the final report on *Cultural Understandings as the Eighth Key Competency* (1994), and the discussion paper, *The Redrafting of the Proposed Eighth Key Competency* (1995).

Competency based curriculum requirements have seen the replacement of 'use an understanding' with the demonstrable and assessable 'identify, analyse and apply' to the learning outcome title. It is anticipated that the meaning conveyed by 'use an understanding' is also conveyed by the learning outcome and associated assessment criteria.

Multiple 'cultures' are present at any one time - the culture of the individual, the educational or training institution, the workplace, the community, and broader global and economic cultures. Being able to negotiate effectively the meanings and values of different cultures is a crucial skill for students to develop and use in 'work' situations, whether these present in everyday life, the classroom or workplace.

The phrase within the learning outcome, 'practices of culture', suggests the multiplicity of ideas, customs and shared understandings that are produced or shared by a particular society or group. As 'culture' has multiple layers and is always changing - the precise definition of culture within the General Curriculum Options then, will be determined according to the particular learning environment, field of study and group of learners. To allow for the broadest possible definition of 'practices of culture' - three themes are used across all performance levels.

These are:

- diverse language and communication skills
- rights and responsibilities
- community participation and interaction in culturally diverse contexts.

The *identification* and *analysis* of these themes in any given situation contributes to an individual's 'understanding' but it is the ability to *apply* this acquired knowledge and skill that defines the individual's competence.

THE KEY COMPETENCIES

1. **Collecting, analysing and organising information** focuses on the capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.
2. **Planning and organising activities** focuses on the capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.
3. **Communicating ideas and information** focuses on the capacity to communicate with others using the range of spoken, written, graphic, and other non- verbal means of expression.
4. **Working with others and in teams** focuses on the capacity to interact effectively with other people both on a one to one basis and in groups, including understanding and responding to the needs of others and working effectively as a member of a team to achieve a shared goal.
5. **Using mathematical ideas and techniques** focuses on the capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.
6. **Solving problems** focuses on the capacity to apply problem solving strategies in purposeful ways, both in situations where the problems and desired outcomes are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.
7. **Using technology** focuses on the capacity to use technology, combining physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems. The definition of technology therefore includes equipment and materials, as well as patterns of operations, and systems of ideas and principles.
8. **Identifying, analysing, and applying the practices of culture** focuses on the capacity to use an understanding of the cultures and cultural issues applying in a given context. This understanding is developed through recognition and analysis of the organisational and personal cultures and cultural issues involved in any activity. This understanding can then be applied to carry out the activity successfully.

HOW THE MAYER COMPETENCIES ARE USED IN THE GENERAL CURRICULUM OPTIONS

Although the Mayer report describes the competencies applying to 'work' this should not be interpreted as applying only to the 'workplace'. These competencies are applicable to a range of 'work' occurring in a range of 'learning environments' such as the classroom, community house or training program in addition to the workplace. The use of the Mayer competencies as learning outcomes for the General Curriculum Options is designed to:

- provide links between general adult basic education and vocational education and training.
- provide an opportunity for developing new curriculum to meet a diverse range of needs and interests. The dictum of 'reading and writing to learn' rather than 'learning to read and write' is therefore reflected in the provision. Program coordinators and teachers are given the freedom to develop a curriculum that is based around local interests and opportunities of learning.

- provide an opportunity for the provision of 'Learning to Learn' curriculum within education or training which is separate from particular 'subject based' content.

DEVELOPING THE CURRICULUM USING THE FOURTH STREAM - GENERAL CURRICULUM OPTIONS

The Key Competencies are the outcomes of learning and do not constitute a curriculum or set of subjects in themselves, nor do individual Key Competencies relate only to a particular subject area. Rather, all the Key Competencies can be developed and applied across the range of areas of learning comprising the curricula of an educational or training program.

The integrated nature of the Key Competencies and the ways in which they are applied in work and study activities means that in practice, they overlap with each other to some extent. For the purposes of the Framework and the Certificates of General Education for Adults, a client will be deemed to have achieved competence at a level with the successful attainment of at least three of the Mayer competencies at that level.

Although a minimum of three learning outcomes are required for assessment purposes of the General Curriculum Options, it is probable that students will be exposed to processes requiring the use of the full range of Mayer competencies in any field of study..

The General Curriculum Options can be offered as part of the CGEA in two ways.

- A provider may develop a thematic approach to the delivery of Reading and Writing, Oral Communication, and Numerical and Mathematical Concepts streams. The General Curriculum Options are then used as an organisational structure for the development of the competencies of the other three streams. The curriculum is then fully integrated, using a combination of teaching and assignment work to achieve the stated learning outcomes
- A provider may develop and offer a discrete field of study that reflects local interest, expertise or relevance such as Australian studies, Koori studies, media studies, information technology, study skills, creative arts or trade related subjects. As such, the General Curriculum Options provide a vehicle for the delivery of a content oriented field of study. In this way the Mayer competencies can be used twofold; as a framework for assessing knowledge about a particular content area and independently as key competencies. This 'wheels within wheels' approach allows the student to use the competency of 'Collecting, analysing and organising information ' for example , to reflect their understanding of a particular base of knowledge.

A provider, choosing to offer the General Curriculum Options in either of these ways will find, that either way, when the General Curriculum Options are used as the delivery vehicle for a curriculum, as the means of teaching the content, they gain relevance in a concrete, connected sense.

Where students undertake a General Curriculum Option that is particular to a specialist field of study the Statement of Attainment or Certificate of General Education for Adults should clearly state this field of study in parenthesis *ie. Certificate of General Education for Adults - Further Study, General Curriculum Option (Information Technology).*

A foundation of knowledge, skills, and understanding

The Key Competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. The notion of competence however hinges on the capacity to 'do' something rather than to just 'know' something. The Key Competencies describe the processes by which knowledge and skills are integrated and applied. Knowledge is an

essential foundation for competence but bodies of knowledge do not themselves constitute competencies.

The section, 'Content/Underpinning knowledge' outlines key concepts pertaining to each learning outcome that may need to be introduced to students in order that they can achieve competence in that learning outcome. For many students it is the capacity to 'learn to learn' that has been absent from their past educational experience. Tutors must be clear that their classroom practice has introduced students to the range of skills and understandings that are then assessed in each learning outcome. The lists included in each module introduction are the same because these lists are not conclusive lists to be learned or checked off by students or extensions of the assessment criteria, they are meant as a starting point or guide for tutors in the planning of their curriculum.

Relationship of General Curriculum Options to Key Competency Standards

The Key Competencies Report describes the competencies at three levels of performance, whereas the Victorian Adult English Language and Literacy and Numeracy Accreditation Framework operates at 4 levels.

Mayer's performance level 1 is relatively sophisticated when compared with the competencies described in the other three streams of the CGEA.

To allow clients maximum flexibility in attaining mastery in the Mayer level 1 competencies, this level has been adapted for use in the General Curriculum Options to show the same Assessment Criteria for levels 1 and 2 with differing Conditions of Assessment to delineate performance at each level.

Levels 2 and 3 of the Mayor Performance Criteria, therefore, become descriptors for Levels 3 and 4 of the Framework. The assessment criteria reflect the wording of the *Key Competencies Report - Putting General Education to Work* in order to maintain clear and direct links between the General Curriculum Options and the Mayer Competencies.

REFERENCES

Cultural Understandings as the Eighth Key Competency - Final Report to the Queensland Department of Education and the Queensland Vocational Education, Training and Employment Commission, NLLIA Centre for Workplace Communication and Culture, 1994.

Mayer, E., *The Key Competencies Report- Putting General Education to Work*, The Australian Education Council and Ministers for Vocational Education, Employment and Training, 1992.

Rumsey, D. and Hannan, B., *The Redrafting of the Proposed Eighth Key Competency*, Curriculum Corporation and the Standards and Curriculum Council, 1995.

General Curriculum Options I

MODULE DETAILS

Module name

General Curriculum Options I

Nominal duration

80 hours

Module code

VBC 862

Discipline code

1399999

MODULE PURPOSE

The purpose of this module is to provide students with the confidence, skills and experience to enable them to undertake familiar and/ or personal activities efficiently. They need to follow the instructions and guidelines for the completion of activities and use sufficient self-management (including asking for help and modelling their own work on existing examples) to meet the clearly established requirements of the activity. At the completion of each activity students will be able to make judgements based on personal experience about the quality of the outcome against established criteria.

PRE-REQUISITES

Nil

RELATIONSHIP TO COMPETENCY STANDARDS

The General Curriculum Options are based on the Mayer competencies, otherwise known as the Key Competencies. In 1993, following a recommendation by the Australian Education Council and the Ministers of Vocational Education, Employment and Training, an 8th Key Competency was added to the original list of seven.

The Key Competencies Report described the competencies at three levels of performance, whereas the Victorian Adult English Language and Literacy and Numeracy Accreditation Framework operates at 4 levels.

Mayer's performance level 1 is relatively sophisticated when compared with the competencies described in the other streams. To allow clients maximum flexibility in attaining mastery in the Mayer level 1 competencies, this level has been adapted for use in the General Curriculum Options to show the same Assessment Criteria for levels 1 and 2 with differing Conditions of Assessment to delineate performance at each level.

Levels 2 and 3 of the Mayor Performance Criteria, therefore, become descriptors for Levels 3 and 4 of the Framework. The assessment criteria reflect the wording of the Key Competencies report *Putting General Education to Work* in order to maintain clear and direct links between the General Curriculum Options and the Mayer Competencies.

CONTENT SUMMARY

The set of Key Competencies does not constitute a curriculum or a set of subjects, nor do individual key competencies relate only to particular subject areas. Rather, the key competencies can be developed and applied across a range of learning environments and fields of study.

The learning outcomes **may include but are not restricted to** the following definitions:

- LEARNING ENVIRONMENTS
 - education/training
 - workplace
 - community
- FIELDS OF STUDY
 - reading, writing and numeracy classes
 - Australian studies
 - media studies
 - information technology
 - trade related subjects
 - study skills
 - Koorie studies
 - creative arts

A foundation of knowledge, skills, and understanding

The Key Competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. The notion of competence however hinges on the capacity to 'do' something rather than to just 'know' something. The Key Competencies describe the processes by which knowledge and skills are integrated and applied. Knowledge is an essential foundation for competence but bodies of knowledge do not themselves constitute competencies.

The following section, *Content/Underpinning knowledge*, outlines key concepts pertaining to each learning outcome that should be considered by tutors in order that students can achieve competence in that learning outcome. For many students it is the capacity to *learn to learn* that has been absent from their past educational experience. Tutors must be clear that their classroom practice has introduced students to the range of skills and understandings that are then assessed in each learning outcome.

Content/Underpinning knowledge

For each learning outcome these may include but are not restricted to:

1. Can collect, analyse and organise information

- identifying purpose of information, recognising the nature of the audience and sources of information
- identifying modes of information delivery:
 - oral, text based, visual, technological
- recognising social, cultural and ethical responsibility in the use and management of information
 - privacy, copyright, plagiarism, defamation, libel, censorship
- locating and acquiring information:
 - libraries, community sources, resource directories, experts, specialists

- accessing and retrieval techniques and principles:
 - retrieval tools ranging from hard copy indexes to computer based systems
 - research strategies - defining topic, creating a plan, following steps, asking questions
- analysis and organisation of information:
 - creating and recognising categories, sorting for key information, filing systems
- observational and recording techniques:
 - taking notes, filling in tables, drawing diagrams, interview techniques
- evaluating quality and validity of information:
 - asking the right questions, identifying bias of sources.

2. Can plan and organise activities

- clarifying purpose of the activity
- management of priorities and process:
 - prioritising
 - plans, agreed procedures, taking initiative to create new procedures
 - self management, management of others, independence, autonomy, responsibility, accountability
- evaluation of performance and process:
 - evaluation methods, recognising limits
- responsiveness to factors affecting priorities
 - accommodating differing values, differing perspectives,
 - allowing for competing interests
 - establishing and working within a time frame.

3. Can communicate ideas and information

- identifying the function of a communication:
 - appropriateness to context and audience
- distilling main points, discarding unnecessary detail
- choosing the best mode of communication:
 - written, verbal/ aural, visual, demonstration
- selection of appropriate form and style:
 - style of communication - manner of writing, speaking or doing as contrasted with what is to be expressed or to be done
 - form of communication - customary method, arrangement and style
- maximising carriage of intended meaning:
 - effective writing techniques, plain English, appropriate tones
 - visual literacy, semiotics, graphic communication
 - display methodology - combinations of text, illustrations, diagrams
- revision of communication:
 - evaluation techniques, responding to questions, checking for accuracy, revising for a different audience.

4. Can work with others and in teams

- clarifying the purpose of working with others
- taking account of different roles and perspectives
 - differing life experience and skills
 - differing personal, gender, social and cultural differences
 - group structures and dynamics- committees, collectives, hierarchies, leaders, autocrats
 - personal and organisational rights and responsibilities

- achievement of objectives
 - interpersonal skills - assertiveness and mediation and conflict resolution techniques
 - negotiation and collaboration skills
 - strategies for achieving outcomes- establishing time frames for completion of task and working within them.

5. Can use mathematical ideas and techniques

- establishing purposes and objectives of the activity
- choosing the best method or application to solve a problem
- separating embedded maths from written information
- adaptation and transfer of existing measurements or plans to new situations
- judgements about precision and accuracy in relation to the situation and the audience
 - rounding off or using decimal placing
 - calculation and estimation
- interpretation and evaluation of solutions
 - making sense of answers in light of own experience
 - making sense of answers in light of mathematical knowledge.

6. Can solve problems

- clarification and framing of a problem
 - definition of problem- practical, social, concrete, abstract
 - choosing a solution -following established and agreed procedures, adapting existing procedures or devising new methods
- understanding a problem
 - result specific, developmental, exploratory
 - anticipation and response strategies- lateral thinking, logic, brainstorming for solutions, troubleshooting
- achievement of appropriate completion
 - absolute completion, partial completion, referral of problem elsewhere
 - judgements about precision and accuracy in relation to the situation and the audience
- anticipation of problems, sources and contexts
 - technical faults and routine maintenance problems
 - personal and social rights, responsibilities and sensibilities
 - including different roles and perspectives
- evaluation of outcomes and processes
 - checking accuracy of outcome against intention
 - trialing and evaluating methods - learning from experience, formally reviewing implications.

7. Can use technology

- interpretation and use of the goals of using technology
 - definitions of technology - equipment and materials, patterns of operation forming a process, systems of principles and ideas
 - choosing the right technology for the job - hardware and machinery, versus/ or combined with, software and methodologies
- use of scientific and technological principles and practices
 - manipulative and sensory skills to operate machinery and tools
 - lateral thinking- exploration of alternative uses of/ for technology
 - adaptation of existing systems for other purposes

- social and ethical responsibility in the use of technology
 - impact of technology on existing systems and environment
- accommodation of environs and personal physical capacity
 - occupational health and safety issues
 - ergonomics.

8. Can identify, analyse, and apply the practices of culture

- definitions of culture
 - personal, family, community, workplace, organisational, national, global
 - recognition of embedded culture in the stream of political, economic, social and historical activity
- recognition of different forms of effective communication
 - methods, modes and forms of communication
 - languages - LOTE, forms of English, AUSLAN, computer aided speech etc.
- respect of individual and organisational rights and responsibilities
 - personal values, religious values, sexuality, gender, social values, workplace values, organisational, systems, bureaucracy
 - differing expectations about the behaviour of the individual
- inclusion of differing perspectives in group processes
 - differing communication skills, values, priorities
 - problem solving, conflict resolution
 - interpersonal skills and group dynamics.

SUMMARY OF LEARNING OUTCOMES

- 1.1 Can collect, analyse and organise information
- 1.2 Can plan and organise activities
- 1.3 Can communicate ideas and information
- 1.4 Can work with others and in teams
- 1.5 Can use mathematical ideas and techniques
- 1.6 Can solve problems
- 1.7 Can use technology
- 1.8 Can identify, analyse, and apply the practices of culture.

ASSESSMENT STRATEGY

Assessment method

Assessment should be undertaken as a holistic process which integrates knowledge and skills with their practical application. Assessment procedures should be designed so that, as far as possible, assessments of the key competencies are under taken as part of, or in conjunction with, assessments undertaken for other purposes (Mayer 1992).

This suggests that many of the key competencies within the General Curriculum Options can also be assessed with Reading and Writing, Oracy and Numeracy.

The processes implicit in most curricula are multi-dimensional and involve many of the Key Competencies. It is therefore not necessary to assess each learning outcome separately. The key competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. Therefore, where possible individual learning outcomes should be integrated with other learning outcomes to maximise this process.

Students must demonstrate competency in three out of eight learning outcomes to be credited with this module. In the case that individual learning outcomes are assessed separately see examples of assessment tasks at the end of each learning outcome.

A range of assessment options should be available to suit the needs of each student. Evidence of successful completion of each learning outcome may be ascertained through any or a combination of: group activities, student self assessment, peer evaluation, practical application outside the classroom context supported by witness testimony.

Conditions of assessment

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and field of study.

The needs of each student will be met by provision of:

- a flexible range of assessment tasks
- a learning environment appropriate to each assessment task
- relevant support and resources appropriate to each assessment task.

RECOGNITION OF PRIOR LEARNING

The Mayer Committee's recommendation on the assessment of key competencies stated that *Assessment procedures should provide for the recognition of key competencies, no matter how, where or when they have been acquired (Mayer 92).*

In order for students to be awarded a credential they must show competence in compliance with CGEA requirements. Students may do this by RPL process which may include:

- initial interview and placement assessment
- demonstration of competence in the classroom or through documentation of projects outside the classroom context.

Adult English language, literacy and numeracy clients may be expected to demonstrate a range of competency levels within the Mayer descriptions, depending on previous experience and confidence. Their degree of competence in this stream is not necessarily tied to competence levels in other streams.

LEARNING OUTCOME DETAILS - LEVEL 1

NOTE: Students must demonstrate competence in three out of the eight learning outcomes to be credited with this module

The Learning Outcomes for Level 1 are detailed on the following pages.

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Learning outcome 1.1 General Curriculum Options

Can collect, analyse and organise information

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) follow task guidelines for the collection, analysis, and organisation of information
- (b) access and record information from a given source
- (c) organise information into predetermined categories where relevant.
- (d) check information for completeness and accuracy.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/ mentor, advice modelling and recourse to first/other language
- communication supports as required.

The subject matter will be familiar and/or personal.

The guidelines for the completion of the task will be established and clear.

The nature of the task will be simple with information required from one source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Draw up a list of participant's favourite television programs and decide if one program is more popular than another (see also 1.5, 1.3)
- Observe a simple science experiment, discuss what was seen with a partner, and then fill in a 'true/false' answer sheet (see 1.4 & 1.2)
- Record the weight of two lots of 10, crushed, aluminium cans, on a simple chart (see 1.3 & 1.5).

Learning outcome 1.2 General Curriculum Options

Can plan and organise activities

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) carry out and finish a planned activity
- (b) check that instructions have been followed accurately
- (c) clarify and use established priorities.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/ mentor, advice modelling and recourse to first/other language
- communication supports as required.

The subject matter will be familiar and/or personal.

The guidelines for the completion of the task will be established and clear.

The nature of the task will be simple with information required from one source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Given some categories, make lists of materials found in household refuse (see 1.1 & 1.7)
- Given some choices, use a mouse to select, use and exit a computer application, eg perhaps access a file containing instructions and print it out (see 1.7 & 1.3)
- Make up the contents of a can of soup for lunch and using a set of simple instructions, heat it in a microwave

Learning outcome 1.3 General Curriculum Options

Can communicate ideas and information

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) use the form of the communication most appropriate to the anticipated context and audience
- (b) communicate using prescribed form and style
- (c) organise information for clear and coherent communication
- (d) check the communication for accuracy and effectiveness.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice modelling and recourse to first/other language
- communication supports as required.

The subject matter will be familiar and/or personal.

The guidelines for the completion of the task will be established and clear.

The nature of the task will be simple with information required from one source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Given some choices, use a mouse to use a computer application to draw or access a simple grid (see 1.2 & 1.7)
- Explain a simple procedure so that others may carry it out successfully eg. how to prepare soup for lunch or how to heat soup in microwave (see 1.5 & 1.2)
- Design and create a poster demonstrating safety rules for using a piece of technology hardware (see 1.7 & 1.8).

Learning outcome 1.4 General Curriculum Options

Can work with others and in teams

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) demonstrate an understanding of what is to be achieved by working with others
- (b) identify and respond to different roles and perspectives
- (c) work with others to achieve agreed objectives within agreed time frames.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/ mentor, advice modelling and recourse to first/other language
- communication supports as required.

The subject matter will be familiar and/or personal.

The guidelines for the completion of the task will be established and clear.

The nature of the task will be simple with information required from one source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Cross check a set of answers to questions with a partner after observing a simple science experiment and fill in a 'true/false' answer sheet (see 1.1 & 1.3)
- Work with a partner to plot the shortest route between the place of study and one other significant location eg. library, train station, art gallery etc. (see 1.5 & 1.6)
- Draw up a list of participant's favourite television programs and, through discussion of results, decide if one program is more popular than another (see also 1.5, 1.3).

Learning outcome 1.5 General Curriculum Options

Can use mathematical ideas and techniques

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) clarify the nature of the outcome sought
- (b) select the ideas or techniques for the task
- (c) use simple mathematical ideas and language to perform real tasks
- (d) check through personal experience that the answer makes sense in the context.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/mentor, advice modelling and recourse to first/other language
- communication supports as required.

The subject matter will be familiar and/or personal.

The guidelines for the completion of the task will be established and clear.

The nature of the task will be simple with information required from one source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Use the personal information collected in a TV survey to contribute to a chart, set up by the teacher, in order to display popularity of programs (see 1.1 & 1.3)
- Collect 10 aluminium cans, crush them, and establish the weight of this sample. Can repeat the process with another 10 cans and compare the results (see 1.1 & 1.7)
- Make up the contents of a can of soup for lunch. Using a set of simple instructions, can heat soup in a microwave oven or on a hot plate (see 1.7 & 1.2).

Learning outcome 1.6 General Curriculum Options

Can solve problems

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) identify a problem and how it can be solved
- (b) maintain focus through to an appropriate completion
- (c) respond to faults and difficulties as they arise
- (d) check whether the problem has been solved efficiently.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/ mentor, advice modelling and recourse to first/other language
- communication supports as required.

The subject matter will be familiar and/or personal.

The guidelines for the completion of the task will be established and clear.

The nature of the task will be simple with information required from one source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Locate in phone book significant phone numbers relating to physical safety (see 1.8 & 1.1)
- Formulate a mode of transport and route from the learning environment to a significant destination on a map (see 1.3 & 1.5)
- Participate in designing a set of statements about agreed behaviour within the classroom or workplace (see 1.8 & 1.4).

Learning outcome 1.7 General Curriculum Options

Can use technology

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) explain the objectives for the use of technology
- (b) comply with the guidelines for health and safety, environmental impact or ethical practice as, or if, appropriate
- (c) use technological equipment and materials proficiently to suit the conditions and the level of personal physical ability.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/ mentor, advice modelling and recourse to first/other language
- communication supports as required.

The subject matter will be familiar and/or personal.

The guidelines for the completion of the task will be established and clear.

The nature of the task will be simple with information required from one source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Given some choices, use a mouse to select, use and exit a computer application (see 1.1 & 1.3)
- Establish the weights of two samples of 10 crushed aluminium cans (see 1.1 & 1.5)
- Make up the contents of a can of soup for lunch. Using a set of instructions heat lunch in a microwave oven (see 1.5 & 1.2).

Learning outcome 1.8 General Curriculum Options

Can identify, analyse and apply the practices of culture

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) distinguish the range of languages, forms of English and other methods of communication used in the learning environment and/or field of study
- (b) identify more than one method of communicating effectively
- (c) identify the rights and responsibilities of self and others and apply them in the learning environment and/or field of study.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support from expert/ mentor, advice modelling and recourse to first/other language
- communication supports as required.

The subject matter will be familiar and/or personal.

The guidelines for the completion of the task will be established and clear.

The nature of the task will be simple with information required from one source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Participate in designing a set of statements about agreed behaviour within the classroom or workplace(see 1.4 & 1.3)
- Locate in phone book significant phone numbers relating to physical safety and draw up a list of significant emergency contact information (see 1.1 & 1.2)
- Design and create a poster demonstrating safety rules for using a piece of familiar technology hardware, that is universal in its communication (see 1.7 & 1.3).

DELIVERY OF THE MODULE

Delivery strategy

At Levels 1 and 2 the General Curriculum Options Stream may be taught by a range of qualified teachers with adult education experience. However, at Levels 3 and 4 the qualifications and experience required to deliver the General Curriculum Options will depend on the field of study covered in the Stream. If, for example, science was to be the content of the stream it would be expected that a teacher with qualifications in science would take the course. However, if the General Curriculum Options Stream was integrated with another Stream, such as Reading and Writing, it would be taught by the Literacy (Reading and Writing) teacher.

Where suitably qualified teachers are not available, professional development should be made available for experienced educators to develop appropriate skills and knowledge.

All teachers should have access to professional development to ensure a thorough knowledge of the Certificates and related teaching methodology.

Resources

Useful resources

The following are some background references, curriculum planning resources and general curriculum materials that may be of interest to practitioners. The resources available for use directly with students in specific fields of study are too broad to mention here. Where possible however, students should work from real life resources, especially materials related to their own life experience.

Hall, William and Werner, Mark C., *Getting to Grips with key competencies*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995

Hislop, Jenny., *Inter-Cultural Skills: Teaching material to support the Mayer 8th key competence - Cultural Understanding*, Western Sydney Institute of TAFE, Foundation Studies Training Division, Blacktown, NSW, 1994

Johnson, Marlene and Brearley, Laura (eds.), *Exploring the Options: Curriculum Documents and Support Materials for the General Curriculum Options Stream of the Certificates of General Education for Adults*, Victoria, Adult, Community and Further Education Board, Melbourne, 1994

McCormack, R. and Pancini, G., *Learning to Learn: Introducing Adults to the Culture, Context and Conventions of Knowledge: A guide for teachers*, Division of Further Education, Victoria, Melbourne, 1991

Murphy, Clare., *Learning Key Competencies*, South Australia, Department of Education, Employment and Training (now DETAFE), Adelaide, 1993

Putting General Education to Work: The Key Competencies Report, The Australian Education Council, Auckland, NZ, 1992

Werner, Mark C., *The development of generic competencies in Australia and New Zealand*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994

White, Donna., *Building on Experience: A course in Recognition of Prior Learning*, Victoria, Adult Community and Further Education Board, Melbourne, 1995

Wilde, Suzanne (compiler), *Filling the Frame: Adult Education and Vocational Training Institute guidelines for the implementation of integrated curricula within the Certificates of General Education for Adults framework*, NSW Department of Corrective Services, Adult Education and Vocational Training Institute, Sydney, 1995.

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

General Curriculum Options II

MODULE DETAILS

Module name

General Curriculum Options II

Nominal duration

80 Hours

Module code

VBC 863

Discipline code

1399999

MODULE PURPOSE

The purpose of this module is to provide students with the confidence, skills and experience to enable them to undertake everyday activities efficiently. They need to apply guidelines and instructions for the completion of activities to the situation at hand, use sufficient self management (including asking for help and modelling on existing examples) to meet the explicit requirements of the activity. At the completion of each activity students will be able to make judgements based on experience about the quality of the outcome against established criteria.

PRE-REQUISITES

General Curriculum Options I, VBC 862

RELATIONSHIP TO COMPETENCY STANDARDS

The General Curriculum Options are based on the Mayer competencies, otherwise known as the Key Competencies. In 1993, following a recommendation by the Australian Education Council and the Ministers of Vocational Education, Employment and Training, an 8th Key Competency was added to the original list of seven.

The Key Competencies Report described the competencies at three levels of performance, whereas the Victorian Adult English Language and Literacy and Numeracy Accreditation Framework operates at 4 levels.

Mayer's performance level 1 is relatively sophisticated when compared with the competencies described in the other streams. To allow clients maximum flexibility in attaining mastery in the Mayer level 1 competencies, this level has been adapted for use in the General Curriculum Options to show the same Assessment Criteria for levels 1 and 2 with differing Conditions of Assessment to delineate performance at each level.

Levels 2 and 3 of the Mayor Performance Criteria, therefore, become descriptors for Levels 3 and 4 of the Framework. The assessment criteria reflect the wording of the Key Competencies report *Putting General Education to Work* in order to maintain clear and direct links between the General Curriculum Options and the Mayer Competencies.

CONTENT SUMMARY

The set of Key Competencies does not constitute a curriculum or a set of subjects, nor do individual key competencies relate only to particular subject areas. Rather, the key competencies can be developed and applied across a range of learning environments and fields of study.

The learning outcomes **may include but are not restricted to** the following definitions:

- **LEARNING ENVIRONMENTS**
 - education/training
 - workplace
 - community
- **FIELDS OF STUDY**
 - reading, writing and numeracy classes
 - Australian studies
 - media studies
 - information technology
 - trade related subjects
 - study skills
 - Koorie studies
 - creative arts

A foundation of knowledge, skills, and understanding

The Key Competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. The notion of competence however hinges on the capacity to 'do' something rather than to just 'know' something. The Key Competencies describe the processes by which knowledge and skills are integrated and applied. Knowledge is an essential foundation for competence but bodies of knowledge do not themselves constitute competencies.

The following section, *Content/Underpinning knowledge*, outlines key concepts pertaining to each learning outcome that should be considered by tutors in order that students can achieve competence in that learning outcome. For many students it is the capacity to *learn to learn* that has been absent from their past educational experience. Tutors must be clear that their classroom practice has introduced students to the range of skills and understandings that are then assessed in each learning outcome.

Content/Underpinning knowledge

For each learning outcome these may include but are not restricted to:

1. Can collect, analyse and organise information

- identifying purpose of information, recognising the nature of the audience and sources of information
- identifying modes of information delivery:
 - oral, text based, visual, technological
- recognising social, cultural and ethical responsibility in the use and management of information
 - privacy, copyright, plagiarism, defamation, libel, censorship
- locating and acquiring information:
 - libraries, community sources, resource directories, experts, specialists

- accessing and retrieval techniques and principles:
 - retrieval tools ranging from hard copy indexes to computer based systems
 - research strategies - defining topic, creating a plan, following steps, asking questions
- analysis and organisation of information:
 - creating and recognising categories, sorting for key information, filing systems
- observational and recording techniques:
 - taking notes, filling in tables, drawing diagrams, interview techniques
- evaluating quality and validity of information:
 - asking the right questions, identifying bias of sources.

2. Can plan and organise activities

- clarifying purpose of the activity
- management of priorities and process:
 - prioritising
 - plans, agreed procedures, taking initiative to create new procedures
 - self management, management of others, independence, autonomy, responsibility, accountability.
- evaluation of performance and process:
 - evaluation methods, recognising limits
- responsiveness to factors affecting priorities
 - accommodating differing values, differing perspectives,
 - allowing for competing interests
 - establishing and working within a time frame.

3. Can communicate ideas and information

- identifying the function of a communication:
 - appropriateness to context and audience.
- distilling main points, discarding unnecessary detail
- choosing the best mode of communication:
 - written, verbal/ aural, visual, demonstration
- selection of appropriate form and style:
 - style of communication - manner of writing, speaking or doing as contrasted with what is to be expressed or to be done
 - form of communication - customary method, arrangement and style
- maximising carriage of intended meaning:
 - effective writing techniques, plain English, appropriate tones
 - visual literacy, semiotics, graphic communication.
 - display methodology - combinations of text, illustrations, diagrams
- revision of communication:
 - evaluation techniques, responding to questions, checking for accuracy, revising for a different audience.

4. Can work with others and in teams

- clarifying the purpose of working with others
- taking account of different roles and perspectives
 - differing life experience and skills
 - differing personal, gender, social and cultural differences
 - group structures and dynamics- committees, collectives, hierarchies, leaders, autocrats

- personal and organisational rights and responsibilities
- achievement of objectives
 - interpersonal skills - assertiveness and mediation and conflict resolution techniques
 - negotiation and collaboration skills
 - strategies for achieving outcomes- establishing time frames for completion of task and working within them.

5. Can use mathematical ideas and techniques

- establishing purposes and objectives of the activity
- choosing the best method or application to solve a problem
- separating embedded maths from written information
- adaptation and transfer of existing measurements or plans to new situations
- judgements about precision and accuracy in relation to the situation and the audience
 - rounding off or using decimal placing
 - calculation and estimation
- interpretation and evaluation of solutions
 - making sense of answers in light of own experience
 - making sense of answers in light of mathematical knowledge.

6. Can solve problems

- clarification and framing of a problem
 - definition of problem- practical, social, concrete, abstract
 - choosing a solution -following established and agreed procedures, adapting existing procedures or devising new methods
- understanding a problem
 - result specific, developmental, exploratory
 - anticipation and response strategies- lateral thinking, logic, brainstorming for solutions, troubleshooting
- achievement of appropriate completion
 - absolute completion, partial completion, referral of problem elsewhere
 - judgements about precision and accuracy in relation to the situation and the audience
- anticipation of problems, sources and contexts
 - technical faults and routine maintenance problems
 - personal and social rights, responsibilities and sensibilities
 - including different roles and perspectives
- evaluation of outcomes and processes
 - checking accuracy of outcome against intention
 - trialing and evaluating methods - learning from experience, formally reviewing implications.

7. Can use technology

- interpretation and use of the goals of using technology
 - definitions of technology - equipment and materials, patterns of operation forming a process, systems of principles and ideas
 - choosing the right technology for the job - hardware and machinery, versus/ or combined with, software and methodologies
- use of scientific and technological principles and practices
 - manipulative and sensory skills to operate machinery and tools
 - lateral thinking- exploration of alternative uses of/ for technology
 - adaptation of existing systems for other purposes

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- social and ethical responsibility in the use of technology
 - impact of technology on existing systems and environment
- accommodation of environs and personal physical capacity
 - occupational health and safety issues
 - ergonomics.

8. Can identify, analyse, and apply the practices of culture

- definitions of culture
 - personal, family, community, workplace, organisational, national, global
 - recognition of embedded culture in the stream of political, economic, social and historical activity
- recognition of different forms of effective communication
 - methods, modes and forms of communication
 - languages - LOTE, forms of English, AUSLAN, computer aided speech etc.
- respect of individual and organisational rights and responsibilities
 - personal values, religious values, sexuality, gender, social values, workplace values, organisational, systems, bureaucracy
 - differing expectations about the behaviour of the individual
- inclusion of differing perspectives in group processes
 - differing communication skills, values, priorities
 - problem solving, conflict resolution
 - interpersonal skills and group dynamics.

SUMMARY OF LEARNING OUTCOMES

- 2.1 Can collect, analyse and organise information
- 2.2 Can plan and organise activities
- 2.3 Can communicate ideas and information
- 2.4 Can work with others and in teams
- 2.5 Can use mathematical ideas and techniques
- 2.6 Can solve problems
- 2.7 Can use technology
- 2.8 Can identify, analyse, and apply the practices of culture

ASSESSMENT STRATEGY

Assessment method

Assessment should be undertaken as a holistic process which integrates knowledge and skills with their practical application. Assessment procedures should be designed so that, as far as possible, assessments of the key competencies are undertaken as part of, or in conjunction with, assessments undertaken for other purposes (Mayer 1992).

This suggests that many of the key competencies within the General Curriculum Options can also be assessed with Reading and Writing, Oracy and Numeracy.

The processes implicit in most curricula are multi-dimensional and involve many of the Key Competencies. It is therefore not necessary to assess each learning outcome separately. The key competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. Therefore, where possible individual learning outcomes should be integrated with other learning outcomes to maximise this process.

Students must demonstrate competency in three out of eight learning outcomes to be credited with this module. In the case that individual learning outcomes are assessed separately see examples of assessment tasks at the end of each learning outcome.

A range of assessment options should be available to suit the needs of each student. Evidence of successful completion of each learning outcome may be ascertained through any or a combination of the following: group activities, student self assessment, peer evaluation, practical application outside the classroom context supported by witness testimony.

Conditions of assessment

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and field of study.

The needs of each student will be met by provision of:

- a flexible range of assessment tasks
- a learning environment appropriate to each assessment task
- relevant support and resources appropriate to each assessment task.

RECOGNITION OF PRIOR LEARNING

The Mayer Committee's recommendation on the assessment of key competencies stated that *Assessment procedures should provide for the recognition of key competencies, no matter how, where or when they have been acquired (Mayer 92).*

In order for students to be awarded a credential they must show competence in compliance with CGEA requirements. Students may do this by RPL process which may include:

- initial interview and placement assessment
- demonstration of competence in the classroom or through documentation of projects outside the classroom context.

Adult English language, literacy and numeracy clients may be expected to demonstrate a range of competency levels within the Mayer descriptions, depending on previous experience and confidence. Their degree of competence in this stream is not necessarily tied to competence levels in other streams.

LEARNING OUTCOME DETAILS - LEVEL 2

NOTE: Students must demonstrate competence in three out of the eight learning outcomes to be credited with this module

The Learning Outcomes for Level 2 are detailed on the following pages.

Learning outcome 2.1 General Curriculum Options

Can collect, analyse and organise information

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) follow task guidelines for the collection, analysis, and organisation of information
- (b) access and record information from given sources
- (c) organise information into predetermined categories where relevant
- (d) check information for completeness and accuracy.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- advice / modelling if required
- communication supports as required.

The subject matter will be everyday and may include some unfamiliar aspects.

The established guidelines for the completion of the task may need to be interpreted for the present situation.

The nature of the task may range from simple to more complex, with information required from one or more sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Conduct a survey of the favourite television programs of family members and compile class results. Make a list of popular programs (see 2.5 & 2.4)
- Use a Reduce, Recycle, Reuse, information sheet to sort a day's sample of household refuse into recyclable or non-recyclable material (2.7 & 2.2)
- Investigate two or more forms of public transport between place of study and home and compare fare prices and distance covered (see 2.6 & 2.5).

Learning outcome 2.2 General Curriculum Options

Can plan and organise activities

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) carry out and finish a planned activity
- (b) check that instructions have been followed accurately
- (c) clarify and use established priorities.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- advice / modelling if required
- communication supports as required.

The subject matter will be everyday and may include some unfamiliar aspects.

The established guidelines for the completion of the task may need to be interpreted for the present situation.

The nature of the task may range from simple to more complex, with information required from one or more sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Given an Occupational Health & Safety checklist, can work with another student to assess the safe practices of a third student (see 2.7 & 2.8)
- Use a Reduce, Recycle, Reuse, information sheet to sort a day's sample of household refuse into recyclable or non-recyclable (see 2.7 & 2.2)
- Prepare a dish to share at a group lunch and write out the recipe and comment on the choice of this recipe (see 2.8 & 2.3).

Learning outcome 2.3 General Curriculum Options

Can communicate ideas and information

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) use the form of the communication most appropriate to the anticipated context and audience
- (b) communicate using prescribed form and style
- (c) communicate clearly and coherently so that prescribed information is organised for the purpose
- (d) check the communication for accuracy and effectiveness.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- advice/modelling if required
- communication supports as required.

The subject matter will be everyday and may include some unfamiliar aspects.

The established guidelines for the completion of the task may need to be interpreted for the present situation.

The nature of the task may range from simple to more complex, with information required from one or more sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Given some guidelines, can research consumer rights in regards to complaint about a product and propose a strategy for resolution (see 2.8 & 2.6)
- Prepare a dish to share at a group lunch and write out the recipe and comment on the basis of choice of this recipe (see 2.2 & 2.8)
- Create a book display in the library based on reading tastes of the group (see 2.1 & 2.4).

Learning outcome 2.4 General Curriculum Options

Can work with others and in teams

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) demonstrate an understanding of what is to be achieved by working with others
- (b) identify and respond to different roles and perspectives
- (c) work with others to achieve agreed objectives within agreed time frames.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- advice / modelling if required
- communication supports as required.

The subject matter will be everyday and may include some unfamiliar aspects.

The established guidelines for the completion of the task may need to be interpreted for the present situation.

The nature of the task may range from simple to more complex, with information required from one or more sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Create a book display in the library based on reading tastes of the group (see 2.1 and 2.3)
- Given an Occupational Health & Safety checklist, can work with another student to assess the safe practices of a third student (see 2.7 & 2.8)
- Conduct a survey of family members' favourite television programs and compile class results. Make a list of popular programs (see 2.5 & 2.1).

Learning outcome 2.5 General Curriculum Options

Can use mathematical ideas and techniques

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) clarify the nature of the outcome sought
- (b) select the ideas or techniques for the task
- (c) use simple mathematical ideas and language to perform real tasks
- (d) check through personal experience that the answer makes sense in the context.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- advice / modelling if required
- communication supports as required.

The subject matter will be everyday and may include some unfamiliar aspects.

The established guidelines for the completion of the task may need to be interpreted for the present situation.

The nature of the task may range from simple to more complex, with information required from one or more sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Conduct a survey of family members' favourite television programs and compile class results. Make a list of popular programs and using this data, display it using a simple bar or line graph (see 2.1 & 2.4)
- Using a 'price per kilo collected' information sheet from an aluminium recycling company, can calculate the dollar value of a bag of collected cans (see 2.7 & 2.2)
- Investigate two or more forms of public transport between place of study and home and compare fare prices and distance covered (see 2.1 & 2.6).

Learning outcome 2.6 General Curriculum Options

Can solve problems

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) identify a problem and how it can be solved
- (b) maintain focus through to an appropriate completion
- (c) respond to faults and difficulties as they arise
- (d) check whether the problem has been solved efficiently.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- advice/modelling if required
- communication supports as required.

The subject matter will be everyday and may include some unfamiliar aspects.

The established guidelines for the completion of the task may need to be interpreted for the present situation.

The nature of the task may range from simple to more complex, with information required from one or more sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Given some guidelines can research consumer rights in regards to complaint about a product and propose a strategy for resolution (see 2.8 & 2.3)
- Investigate two or more alternative forms of public transport between place of study and home and compare fare prices and distance covered (see 2.1 & 2.5)
- Devise a list of possible methods to remove a cork from a bottle without using a corkscrew (see 2.4 & 2.7).

Learning outcome 2.7 General Curriculum Options

Can use technology

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) explain the objectives for the use of technology
- (b) comply with the guidelines for health and safety, environmental impact or ethical practice as, or if, appropriate
- (c) use technological equipment and materials proficiently to suit the conditions and the level of personal physical ability.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- advice/modelling if required
- communication supports as required.

The subject matter will be everyday and may include some unfamiliar aspects.

The established guidelines for the completion of the task may need to be interpreted for the present situation.

The nature of the task may range from simple to more complex, with information required from one or more sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Use a Reduce, Recycle, Reuse, information sheet to sort a day's sample of household refuse into recyclable or non- recyclable material (see 2.7 & 2.2)
- Devise a list of possible methods to remove a cork from a bottle without using a corkscrew. Draw a diagram to illustrate one of these.(see 2.4 & 2.6)
- Given an Occupational Health & Safety checklist, work with another student to assess the safe practices of a third student (see 2.2 & 2.8).

Learning outcome 2.8 General Curriculum Options

Can identify, analyse and apply the practices of culture

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) distinguish the range of languages, forms of English and other methods of communication used in the learning environment and/or field of study
- (b) identify more than one method of communicating effectively
- (c) identify the rights and responsibilities of self and others and apply them in the learning environment and/or field of study.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- advice/modelling if required
- communication supports as required.

The subject matter will be everyday and may include some unfamiliar aspects.

The established guidelines for the completion of the task may need to be interpreted for the present situation.

The nature of the task may range from simple to more complex, with information required from one or more sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Given some guidelines, research consumer rights in regards to complaint about a product & propose a strategy for resolution (see 2.6 & 2.3)
- Given an Occupational Health & Safety checklist, work with another student to assess the safe practices of a third student (see 2.7 & 2.2)
- Comment on the basis of choice of recipe for use in preparing a dish to share at a group lunch and contribute to the planning preparation and serving of the lunch (see 2.2 & 2.3).

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DELIVERY OF THE MODULE

Delivery strategy

At Levels 1 and 2 the General Curriculum Options Stream may be taught by a range of qualified teachers with adult education experience. However, at Levels 3 and 4 the qualifications and experience required to deliver the General Curriculum Options will depend on the field of study covered in the Stream. If, for example, science was to be the content of the stream it would be expected that a teacher with qualifications in science would take the course. However, if the General Curriculum Options Stream was integrated with another Streams, such as Reading and Writing, it would be taught by the Literacy (Reading and Writing) teacher.

Where suitably qualified teachers are not available, professional development should be made available for experienced educators to develop appropriate skills and knowledge.

All teachers should have access to professional development to ensure a thorough knowledge of the Certificates and related teaching methodology.

Resources

Useful resources

The following are some background references, curriculum planning resources and general curriculum materials that may be of interest to practitioners. The resources available for use directly with students in specific fields of study are too broad to mention here. Where possible however, students should work from real life resources, especially materials related to their own life experience.

Hall, William and Werner, Mark C., *Getting to Grips with key competencies*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995

Hislop, Jenny, *Inter-Cultural Skills: Teaching material to support the Mayer 8th key competence - Cultural Understanding*, Western Sydney Institute of TAFE, Foundation Studies Training Division, Blacktown, NSW, 1994

Johnson, Marlene and Brearley, Laura (eds.), *Exploring the Options: Curriculum Documents and Support Materials for the General Curriculum Options Stream of the Certificates of General Education for Adults*, Victoria, Adult, Community and Further Education Board, Melbourne, 1994

McCormack, R. and Pancini, G., *Learning to Learn: Introducing Adults to the Culture, Context and Conventions of Knowledge : A guide for teachers*, Division of Further Education, Victoria, Melbourne, 1991.

Murphy, Clare, *Learning Key Competencies*, South Australia, Department of Education, Employment and Training (now DETAFE), Adelaide, 1993

Putting General Education to Work: The Key Competencies Report, The Australian Education Council, Auckland, NZ, 1992

Werner, Mark C., *The development of generic competencies in Australia and New Zealand*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994

Werner, Mark C., *Australian Key competencies in an international perspective*, National Centre for Vocational Education Research, Leabrook, SA, 1995

White, Donna., *Building on Experience: A course in Recognition of Prior Learning*, Victoria, Adult Community and Further Education Board, Melbourne, 1995

Wilde, Suzanne (compiler), *Filling the Frame: Adult Education and Vocational Training Institute guidelines for the implementation of integrated curricula within the Certificates of General Education for Adults framework*, NSW Department of Corrective Services, Adult Education and Vocational Training Institute, Sydney, 1995.

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

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General Curriculum Options III

MODULE DETAILS

Module name

General Curriculum Options III

Nominal duration

80 hours

Module code

VBC 864

Discipline code

1399999

MODULE PURPOSE

The purpose of this module is to provide students with the confidence, skills and experience to enable them to undertake and manage everyday activities efficiently. They need to be able to select, apply and integrate a number of elements that go into the successful completion of an activity using self management methods (including support where required). At the completion of each activity students will be able to make judgements about the quality of process and outcome by selecting from established evaluation criteria.

PRE-REQUISITES

General Curriculum Options II, VBC 863, or Mayer competencies from equivalent level course.

RELATIONSHIP TO COMPETENCY STANDARDS

The General Curriculum Options are based on the Mayer competencies, otherwise known as the Key Competencies. In 1993, following a recommendation by the Australian Education Council and the Ministers of Vocational Education, Employment and Training, an 8th Key Competency was added to the original list of seven.

The Key Competencies Report described the competencies at three levels of performance, whereas the Victorian Adult English Language and Literacy and Numeracy Accreditation Framework operates at 4 levels.

Mayer's performance level 1 is relatively sophisticated when compared with the competencies described in the other streams. To allow clients maximum flexibility in attaining mastery in the Mayer level 1 competencies, this level has been adapted for use in the General Curriculum Options to show the same Assessment Criteria for levels 1 and 2 with differing Conditions of Assessment to delineate performance at each level.

Levels 2 and 3 of the Mayor Performance Criteria, therefore, become descriptors for Levels 3 and 4 of the Framework. The assessment criteria reflect the wording of the Key Competencies report *Putting General Education to Work* in order to maintain clear and direct links between the General Curriculum Options and the Mayer Competencies.

CONTENT SUMMARY

The set of Key Competencies does not constitute a curriculum or a set of subjects, nor do individual key competencies relate only to particular subject areas. Rather, the key competencies can be developed and applied across a range of learning environments and fields of study.

The learning outcomes **may include but are not restricted to** the following definitions:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> ● LEARNING ENVIRONMENTS education/training workplace community | <ul style="list-style-type: none"> ● FIELDS OF STUDY reading, writing and numeracy classes Australian studies media studies information technology trade related subjects study skills Koorie studies creative arts |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

A foundation of knowledge, skills, and understanding

The Key Competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. The notion of competence however hinges on the capacity to 'do' something rather than to just 'know' something. The Key Competencies describe the processes by which knowledge and skills are integrated and applied. Knowledge is an essential foundation for competence but bodies of knowledge do not themselves constitute competencies.

The following section, *Content/Underpinning knowledge*, outlines key concepts pertaining to each learning outcome that should be considered by tutors in order that students can achieve competence in that learning outcome. For many students it is the capacity to *learn to learn* that has been absent from their past educational experience. Tutors must be clear that their classroom practice has introduced students to the range of skills and understandings that are then assessed in each learning outcome.

Content/Underpinning knowledge

For each learning outcome these may include but are not restricted to:

1. **Can collect, analyse and organise information**
 - identifying purpose of information, recognising the nature of the audience and sources of information
 - identifying modes of information delivery:
 - oral, text based, visual, technological
 - recognising social, cultural and ethical responsibility in the use and management of information
 - privacy, copyright, plagiarism, defamation, libel, censorship
 - locating and acquiring information:
 - libraries, community sources, resource directories, experts, specialists

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- accessing and retrieval techniques and principles:
 - retrieval tools ranging from hard copy indexes to computer based systems
 - research strategies - defining topic, creating a plan, following steps, asking questions
- analysis and organisation of information:
 - creating and recognising categories, sorting for key information, filing systems
- observational and recording techniques:
 - taking notes, filling in tables, drawing diagrams, interview techniques
- evaluating quality and validity of information:
 - asking the right questions, identifying bias of sources.

2. Can plan and organise activities

- clarifying purpose of the activity
- management of priorities and process:
 - prioritising
 - plans, agreed procedures, taking initiative to create new procedures
 - self management, management of others, independence, autonomy, responsibility, accountability
- evaluation of performance and process:
 - evaluation methods, recognising limits
- responsiveness to factors affecting priorities
 - accommodating differing values, differing perspectives,
 - allowing for competing interests
 - establishing and working within a time frame.

3. Can communicate ideas and information

- identifying the function of a communication:
 - appropriateness to context and audience
- distilling main points, discarding unnecessary detail
- choosing the best mode of communication:
 - written, verbal/ aural, visual, demonstration
- selection of appropriate form and style:
 - style of communication - manner of writing, speaking or doing as contrasted with what is to be expressed or to be done
 - form of communication - customary method, arrangement and style
- maximising carriage of intended meaning:
 - effective writing techniques, plain English, appropriate tones
 - visual literacy, semiotics, graphic communication
 - display methodology - combinations of text, illustrations, diagrams
- revision of communication:
 - evaluation techniques, responding to questions, checking for accuracy, revising for a different audience.

4. Can work with others and in teams

- clarifying the purpose of working with others
- taking account of different roles and perspectives
 - differing life experience and skills
 - differing personal, gender, social and cultural differences
 - group structures and dynamics- committees, collectives, hierarchies, leaders, autocrats
 - personal and organisational rights and responsibilities

- achievement of objectives
 - interpersonal skills - assertiveness and mediation and conflict resolution techniques
 - negotiation and collaboration skills
 - strategies for achieving outcomes- establishing time frames for completion of task and working within them.

5. Can use mathematical ideas and techniques

- establishing purposes and objectives of the activity
- choosing the best method or application to solve a problem
- separating embedded maths from written information
- adaptation and transfer of existing measurements or plans to new situations
- judgements about precision and accuracy in relation to the situation and the audience
 - rounding off or using decimal placing
 - calculation and estimation
- interpretation and evaluation of solutions
 - making sense of answers in light of own experience
 - making sense of answers in light of mathematical knowledge.

6. Can solve problems

- clarification and framing of a problem
 - definition of problem- practical, social, concrete, abstract
 - choosing a solution -following established and agreed procedures, adapting existing procedures or devising new methods
- understanding a problem
 - result specific, developmental, exploratory
 - anticipation and response strategies- lateral thinking, logic, brainstorming for solutions, troubleshooting
- achievement of appropriate completion
 - absolute completion, partial completion, referral of problem elsewhere
 - judgements about precision and accuracy in relation to the situation and the audience
- anticipation of problems, sources and contexts
 - technical faults and routine maintenance problems
 - personal and social rights, responsibilities and sensibilities
 - including different roles and perspectives
- evaluation of outcomes and processes
 - checking accuracy of outcome against intention
 - trialing and evaluating methods - learning from experience, formally reviewing implications.

7. Can use technology

- interpretation and use of the goals of using technology
 - definitions of technology - equipment and materials, patterns of operation forming a process, systems of principles and ideas
 - choosing the right technology for the job - hardware and machinery, versus/ or combined with, software and methodologies
- use of scientific and technological principles and practices
 - manipulative and sensory skills to operate machinery and tools
 - lateral thinking- exploration of alternative uses of/ for technology
 - adaptation of existing systems for other purposes

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- social and ethical responsibility in the use of technology
 - impact of technology on existing systems and environment
- accommodation of environs and personal physical capacity
 - occupational health and safety issues
 - ergonomics.

8. Can identify, analyse, and apply the practices of culture

- definitions of culture
 - personal, family, community, workplace, organisational, national, global
 - recognition of embedded culture in the stream of political, economic, social and historical activity
- recognition of different forms of effective communication
 - methods, modes and forms of communication
 - languages - LOTE, forms of English, AUSLAN, computer aided speech etc.
- respect of individual and organisational rights and responsibilities
 - personal values, religious values, sexuality, gender, social values, workplace values, organisational, systems, bureaucracy
 - differing expectations about the behaviour of the individual
- inclusion of differing perspectives in group processes
 - differing communication skills, values, priorities
 - problem solving, conflict resolution
 - interpersonal skills and group dynamics.

SUMMARY OF LEARNING OUTCOMES

- 3.1 Can collect, analyse and organise information
- 3.2 Can plan and organise activities
- 3.3 Can communicate ideas and information
- 3.4 Can work with others and in teams
- 3.5 Can use mathematical ideas and techniques
- 3.6 Can solve problems
- 3.7 Can use technology
- 3.8 Can identify, analyse, and apply the practices of culture

ASSESSMENT STRATEGY

Assessment method

Assessment should be undertaken as a holistic process which integrates knowledge and skills with their practical application. Assessment procedures should be designed so that, as far as possible, assessments of the key competencies are undertaken as part of, or in conjunction with, assessments undertaken for other purposes (Mayer 1992).

This suggests that many of the key competencies within the General Curriculum Options can also be assessed with Reading and Writing, Oracy and Numeracy.

The processes implicit in most curricula are multi-dimensional and involve many of the Key Competencies. It is therefore not necessary to assess each learning outcome separately. The key competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. Therefore, where possible individual learning outcomes should be integrated with other learning outcomes to maximise this process.

Students must demonstrate competency in three out of eight learning outcomes to be credited with this module. In the case that individual learning outcomes are assessed separately see examples of assessment tasks at the end of each learning outcome.

A range of assessment options should be available to suit the needs of each student. Evidence of successful completion of each learning outcome may be ascertained through any or a combination of the following: group activities, student self assessment, peer evaluation, practical application outside the classroom context supported by witness testimony.

Conditions of assessment

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and field of study.

The needs of each student will be met by provision of:

- a flexible range of assessment tasks
- a learning environment appropriate to each assessment task
- relevant support and resources appropriate to each assessment task.

RECOGNITION OF PRIOR LEARNING

The Mayer Committee's recommendation on the assessment of key competencies stated that *Assessment procedures should provide for the recognition of key competencies, no matter how, where or when they have been acquired (Mayer 92).*

In order for students to be awarded a credential they must show competence in compliance with CGEA requirements. Students may do this by RPL process which may include:

- initial interview and placement assessment
- demonstration of competence in the classroom or through documentation of projects outside the classroom context.

Adult English language, literacy and numeracy clients may be expected to demonstrate a range of competency levels within the Mayer descriptions, depending on previous experience and confidence. Their degree of competence in this stream is not necessarily tied to competence levels in other streams.

LEARNING OUTCOME DETAILS - LEVEL 3

NOTE: Students must demonstrate competence in three out of the eight learning outcomes to be credited with this module

The Learning Outcomes for Level 3 are detailed on the following pages.

Learning outcome 3.1 General Curriculum Options

Can collect, analyse and organise information

Assessment criteria

All assessment criteria must be met in the one assessment task/activity.

- (a) establish the needs of the audience and the purposes of the information
- (b) access and record information from a variety of sources
- (c) select categories or structures by which to organise information
- (d) assess information for relevance, accuracy and completeness.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Collect, sort and reformulate information for inclusion in a series of information pamphlets, posters and fliers on issues pertaining to student welfare (see 3.3 & 3.8)
- Working in a small group, collect and analyse a range of product information sheets on a piece of equipment and decide on the best quality and the most price competitive. e.g. computer, mobile phone. Communicate the reasons for the choice to a wider audience (see 3.3 & 3.4)
- Investigate survey design methodology and design a set of questions for use in a survey on a topic of general interest (see 3.5 & 3.4).

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required.

The subject matter will be everyday and will include unfamiliar aspects.

The established guidelines for the completion of the task will need to be interpreted for the present situation.

The nature of the task will be clear, with information required from a range of sources, or the task will be more complex with information from a single source.

Learning outcome 3.2 General Curriculum Options

Can plan and organise activities

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) co-ordinate and manage processes to achieve defined objectives
- (b) work to improve or enhance quality of outcomes and process
- (c) establish effective work priorities.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required.

The subject matter will be everyday and will include unfamiliar aspects.

The established guidelines for the completion of the task will need to be interpreted for the present situation.

The nature of the task will be clear, with information required from a range of sources, or the task will be more complex with information from a single source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Choose appropriate art materials to create a sculpture or painting and then a plan for the completion of the work. Explain your choice of materials and the intention of your artwork a small group (see 3.8 & 3.7)
- Track a public debate issue in the newspaper /s over a fortnight and create a clippings file of relevant articles. Include those containing graphs and statistics as well as straight news stories (see 3.5 & 3.1)
- Create a plan to support the reduction of household refuse, using information from a 'Reduce, Recycle, Reuse' information sheet and publications from local city councils or shires (see 3.6 & 3.7).

Learning outcome 3.3 General Curriculum Options

Can communicate ideas and information

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) adapt ideas and information to anticipated contexts and audiences
- (b) communicate by choosing from set alternative modes and styles the most appropriate to a particular context and audience
- (c) establish and convey coherence among a range of different ideas and information
- (d) revise communication in light of feedback.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required.

The subject matter will be everyday and will include unfamiliar aspects.

The established guidelines for the completion of the task will need to be interpreted for the present situation.

The nature of the task will be clear, with information required from a range of sources, the task will be more complex with information from a single source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Research and collect information on existing policies relating to organisational and/ or personal rights and responsibilities in the workplace or learning environment. Create a flier for use within the learning environment, communicating the main ideas compiled from this information (see 3.8 & 3.1)
- Create a set of occupational health and safety rules for the home, classroom or workplace and illustrate with appropriate accompanying diagrams (see 3.6 & 3.7)
- Working in a small group decide on the best quality and the most price competitive, piece of equipment for use in the home, workplace or learning environment e.g. computer, mobile phone. after analysing a range of product information sheets. Communicate the reasons for this choice to a wider audience using style and form to suit the context (see 3.1 & 3.4).

Learning outcome 3.4 General Curriculum Options

Can work with others and in teams

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) interpret purposes and objectives to be achieved by working with others
- (b) organise procedures and time frames to take account of different roles and perspectives
- (c) work with others to achieve agreed objectives.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required.

The subject matter will be everyday and will include unfamiliar aspects.

The established guidelines for the completion of the task will need to be interpreted for the present situation.

The nature of the task will be clear, with information required from a range of sources, the task will be more complex with information from a single source.

Assessment tasks

- Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):
- Investigate survey design methodology and as a group design a set of questions for use in a survey on a topic of general interest. Decide upon roles within the group eg. interviewers, number crunchers etc. and conduct the survey (see 3.5 & 3.4)
 - Take part in setting up and participating in a student publication committee to produce a series of information pamphlets, posters and fliers on issues pertaining to student welfare (see 3.2 & 3.8)
 - Working in a small group break down the workload of collecting and analysing a range of product information sheets on a piece of equipment for the home, workplace or learning environment and then as a group decide on the best quality and the most price competitive e.g. computer, mobile phone etc. Communicate the reasons for the group's choice to a wider audience (see 3.3 & 3.4).

Learning outcome 3.5 General Curriculum Options

Can use mathematical ideas and techniques

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) clarify the purpose of the activity and the nature of the outcomes sought
- (b) identify the mathematical ideas and techniques which are applicable
- (c) select, sequence and apply the relevant mathematical ideas and techniques
- (d) judge the level of accuracy appropriate to the situation
- (e) interpret results and check that the answer makes sense in the context.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Using weight and size measurements of crushed aluminium cans, calculate the weight and size of the cans collected after a large public event if everyone drank from two cans. Calculate what they would be worth if recycled (see 3.1 & 3.4)
- Write a series of conclusions that can be drawn from the analysis of data collected from the survey on a topic of general interest. Demonstrate these using the most appropriate mathematical display methods eg. bar graph/ pie chart/ percentages (see 3.3 & 3.7)
- Select newspaper articles collected on a topic of interest, analyse any mathematical or numerical content and make a series of statements about this information, including statements that challenge the accuracy or veracity of the information (see 3.1 & 3.3).

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- technological supports as required (e.g. calculators, computers, spreadsheets, measurement devices).

The subject matter will be everyday and will include unfamiliar aspects.

The established guidelines for the completion of the task will need to be interpreted for the present situation.

The nature of the task will be clear, with information required from a range of sources, the task will be more complex with information from a single source.

Learning outcome 3.6 General Curriculum Options

Can solve problems

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) clarify the desired outcomes and the relationship between those outcomes and the available processes for solving the problem
- (b) draw on a range of processes to achieve appropriate completion
- (c) adjust process to improve or enhance outcomes
- (d) assess efficiency of processes and outcomes.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required.

The subject matter will be everyday and will include unfamiliar aspects.

The established guidelines for the completion of the task will need to be interpreted for the present situation.

The nature of the task will be clear, with information required from a range of sources, or the task will be more complex with information from a single source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process:

- Explore the range of technological applications that could be used to display a set of occupational health and safety rules for the home, classroom or workplace with the addition of appropriate accompanying diagrams (see 3.3 & 3.7)
- Investigate ways to reduce household refuse, using information from a 'Reduce, Recycle, Reuse' information sheet and publications from local city councils or shires. Formulate a set of steps to follow using information from a 'Reduce, Recycle, Reuse' information sheet and publications from local city councils or shires (see 3.2 & 3.7)
- Formulate the best method of creating an artwork to communicate a theme of personal or wider cultural significance. Choose appropriate art materials to create the work Explain your choice of materials and intention of your artwork to others in a small group (see 3.2 & 3.7).

Learning outcome 3.7 General Curriculum Options

Can use technology

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) interpret the purposes and objectives for the use of technology
- (b) configure and manage a series of operations as a process
- (c) comply with the guidelines for health and safety, environmental impact or ethical practice as, or if, appropriate
- (d) use technological equipment and material proficiently to suit the conditions and the level of physical ability of the user.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required.

The subject matter will be everyday and will include unfamiliar aspects.

The established guidelines for the completion of the task will need to be interpreted for the present situation.

The nature of the task will be clear, with information required from a range of sources, or the task will be more complex with information from a single source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Select and use appropriate art materials to create a sculpture or painting and then, after use, clean up and store these materials. Explain your choice of materials as part of wider discussion of the work with others in a small group (see 3.8 & 3.2)
- Using the models for the reduction and recycling of household waste suggested by 'Reduce, Recycle, Reuse' information sheets and from local city councils or shires, design a number of containers to hold recyclable materials, ie., bottle bins, compost containers, newspaper stacks (see 3.2 & 3.6)
- Select and use the appropriate technology to display a set of occupational health and safety rules for the home, classroom or workplace with appropriate accompanying diagrams (see 3.3 & 3.7).

Learning outcome 3.8 General Curriculum Options

Can identify, analyse, and apply the practices of culture

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) interact effectively by adjusting communication to accommodate language and/ or cultural differences
- (b) use knowledge of policies relating to personal rights and responsibilities and apply them to the problem or task at hand
- (c) apply some of the practices of one other culture and your own to contribute constructively to the solution of a problem or completion of a task
- (d) demonstrate an awareness of the importance of participation by people of diverse backgrounds and experiences in group activities.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- support only if required
- communication supports as required.

The subject matter will be everyday and will include unfamiliar aspects.

The established guidelines for the completion of the task will need to be interpreted for the present situation.

The nature of the task will be clear, with information required from a range of sources, or the task will be more complex with information from a single source.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Contribute to the design, content and production of an information pamphlet for use in the orientation of a new member of the class, community or workplace (see 3.1 & 3.2)
- Using survey methodology, design an appropriate set of questions to gather data for a survey on a topic of general interest (see 3.5 & 3.4)
- Focus on a theme of personal or wider cultural significance. Use appropriate art materials to create a sculpture or painting exploring this. Explain your choice of materials and intention of your artwork to others in a small group (see 3.2 & 3.7).

DELIVERY OF THE MODULE

Delivery Strategy

At Levels 1 and 2 the General Curriculum Options Stream may be taught by a range of qualified teachers with adult education experience. However, at Levels 3 and 4 the qualifications and experience required to deliver the General Curriculum Options will depend on the field of study covered in the Stream. If, for example, science was to be the content of the stream it would be expected that a teacher with qualifications in science would take the course. However, if the General Curriculum Options Stream was integrated with another Stream, such as Reading and Writing, it would be taught by the Literacy (Reading and Writing) teacher.

Where suitably qualified teachers are not available, professional development should be made available for experienced educators to develop appropriate skills and knowledge.

All teachers should have access to professional development to ensure a thorough knowledge of the Certificates and related teaching methodology.

Resources

Useful resources

The following are some background references, curriculum planning resources and general curriculum materials that may be of interest to practitioners. The resources available for use directly with students in specific fields of study are too broad to mention here. Where possible however, students should work from real life resources, especially materials related to their own life experience.

Hall, William and Werner, Mark C., *Getting to Grips with key competencies*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995

Hislop, Jenny., *Inter-Cultural Skills: Teaching material to support the Mayer 8th key competence - Cultural Understanding*, Western Sydney Institute of TAFE, Foundation Studies Training Division, Blacktown, NSW, 1994

Johnson, Marlene and Brearley, Laura (eds.), *Exploring the Options: Curriculum Documents and Support Materials for the General Curriculum Options Stream of the Certificates of General Education for Adults*, Victoria, Adult, Community and Further Education Board, Melbourne, 1994

McCormack, R. and Pancini, G., *Learning to Learn: Introducing Adults to the Culture, Context and Conventions of Knowledge : A guide for teachers*, Division of Further Education, Victoria, Melbourne, 1991

Murphy, Clare., *Learning Key Competencies*, South Australia, Department of Education, Employment and Training (now DETAFE), Adelaide, 1993

Putting General Education to Work: The Key Competencies Report, The Australian Education Council, Auckland, NZ, 1992

Werner, Mark C., *The development of generic competencies in Australia and New Zealand*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994

Werner, Mark C., *Australian Key competencies in an international perspective*, National Centre for Vocational Education Research, Leabrook, SA, 1995

White, Donna., *Building on Experience: A course in Recognition of Prior Learning*, Victoria, Adult Community and Further Education Board, Melbourne, 1995

Wilde, Suzanne., (compiler), *Filling the Frame: Adult Education and Vocational Training Institute guidelines for the implementation of integrated curricula within the Certificates of General Education for Adults framework*, NSW Department of Corrective Services, Adult Education and Vocational Training Institute, Sydney, 1995.

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

General Curriculum Options IV

MODULE DETAILS

Module name

General Curriculum Options IV

Nominal duration

80 hours

Module code

VBC 865

Discipline code

139999

MODULE PURPOSE

The purpose of this module is to provide students with the confidence, skills and experience to enable them to plan, undertake and manage activities efficiently. They need to be able to evaluate and reshape the processes that go into the successful completion of an activity, establishing and using principles in order to determine appropriate ways of approaching activities. At the completion of each activity students will be able to establish evaluation criteria for judging the quality of process and outcome.

PRE-REQUISITES

Foundation Certificate and General Curriculum Options III, VBC 864, or Mayer competencies from equivalent level course.

RELATIONSHIP TO COMPETENCY STANDARDS

The General Curriculum Options are based on the Mayer competencies, otherwise known as the Key Competencies. In 1993, following a recommendation by the Australian Education Council and the Ministers of Vocational Education, Employment and Training, an 8th Key Competency was added to the original list of seven.

The Key Competencies Report described the competencies at three levels of performance, whereas the Victorian Adult English Language and Literacy and Numeracy Accreditation Framework operates at 4 levels.

Mayer's performance level 1 is relatively sophisticated when compared with the competencies described in the other streams. To allow clients maximum flexibility in attaining mastery in the Mayer level 1 competencies, this level has been adapted for use in the General Curriculum Options to show the same Assessment Criteria for levels 1 and 2 with differing Conditions of Assessment to delineate performance at each level.

Levels 2 and 3 of the Mayor Performance Criteria, therefore, become descriptors for Levels 3 and 4 of the Framework. The assessment criteria reflect the wording of the Key Competencies report *Putting General Education to Work* in order to maintain clear and direct links between the General Curriculum Options and the Mayer Competencies.

CONTENT SUMMARY

The set of Key Competencies does not constitute a curriculum or a set of subjects, nor do individual key competencies relate only to particular subject areas. Rather, the key competencies can be developed and applied across a range of learning environments and fields of study.

The learning outcomes **may include but are not restricted to** the following definitions:

- **LEARNING ENVIRONMENTS**
 - education/training
 - workplace
 - community
- **FIELDS OF STUDY**
 - reading, writing and numeracy classes
 - Australian studies
 - media studies
 - information technology
 - trade related subjects
 - study skills
 - Koorie studies
 - creative arts

A foundation of knowledge, skills, and understanding

The Key Competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. The notion of competence however hinges on the capacity to 'do' something rather than to just 'know' something. The Key Competencies describe the processes by which knowledge and skills are integrated and applied. Knowledge is an essential foundation for competence but bodies of knowledge do not themselves constitute competencies.

The following section, *Content/Underpinning knowledge*, outlines key concepts pertaining to each learning outcome that should be considered by tutors in order that students can achieve competence in that learning outcome. For many students it is the capacity to *learn to learn* that has been absent from their past educational experience. Tutors must be clear that their classroom practice has introduced students to the range of skills and understandings that are then assessed in each learning outcome.

Content/Underpinning knowledge

For each learning outcome these may include but are not restricted to:

1. **Can collect, analyse and organise information**
 - identifying purpose of information, recognising the nature of the audience and sources of information
 - identifying modes of information delivery:
 - oral, text based, visual, technological
 - recognising social, cultural and ethical responsibility in the use and management of information
 - privacy, copyright, plagiarism, defamation, libel, censorship
 - locating and acquiring information:
 - libraries, community sources, resource directories, experts, specialists

- accessing and retrieval techniques and principles:
 - retrieval tools ranging from hard copy indexes to computer based systems
 - research strategies - defining topic, creating a plan, following steps, asking questions
- analysis and organisation of information:
 - creating and recognising categories, sorting for key information, filing systems
- observational and recording techniques:
 - taking notes, filling in tables, drawing diagrams, interview techniques
- evaluating quality and validity of information:
 - asking the right questions, identifying bias of sources.

2. Can plan and organise activities

- clarifying purpose of the activity
- management of priorities and process:
 - prioritising
 - plans, agreed procedures, taking initiative to create new procedures
 - self management, management of others, independence, autonomy, responsibility, accountability
- evaluation of performance and process:
 - evaluation methods, recognising limits
- responsiveness to factors affecting priorities
 - accommodating differing values, differing perspectives,
 - allowing for competing interests
 - establishing and working within a time frame.

3. Can communicate ideas and information

- identifying the function of a communication:
 - appropriateness to context and audience
- distilling main points, discarding unnecessary detail
- choosing the best mode of communication:
 - written, verbal/ aural, visual, demonstration
- selection of appropriate form and style:
 - style of communication - manner of writing, speaking or doing as contrasted with what is to be expressed or to be done
 - form of communication - customary method, arrangement and style
- maximising carriage of intended meaning:
 - effective writing techniques, plain English, appropriate tones
 - visual literacy, semiotics, graphic communication
 - display methodology - combinations of text, illustrations, diagrams
- revision of communication:
 - evaluation techniques, responding to questions, checking for accuracy, revising for a different audience.

4. Can work with others and in teams

- clarifying the purpose of working with others
- taking account of different roles and perspectives
 - differing life experience and skills
 - differing personal, gender, social and cultural differences
 - group structures and dynamics- committees, collectives, hierarchies, leaders, autocrats
 - personal and organisational rights and responsibilities

- achievement of objectives
 - interpersonal skills - assertiveness and mediation and conflict resolution techniques
 - negotiation and collaboration skills
 - strategies for achieving outcomes- establishing time frames for completion of task and working within them.

5. Can use mathematical ideas and techniques

- establishing purposes and objectives of the activity
- choosing the best method or application to solve a problem
- separating embedded maths from written information
- adaptation and transfer of existing measurements or plans to new situations
- judgements about precision and accuracy in relation to the situation and the audience
 - rounding off or using decimal placing
 - calculation and estimation
- interpretation and evaluation of solutions
 - making sense of answers in light of own experience
 - making sense of answers in light of mathematical knowledge.

6. Can solve problems

- clarification and framing of a problem
 - definition of problem- practical, social, concrete, abstract
 - choosing a solution -following established and agreed procedures, adapting existing procedures or devising new methods
- understanding a problem
 - result specific, developmental, exploratory
 - anticipation and response strategies- lateral thinking, logic, brainstorming for solutions, troubleshooting
- achievement of appropriate completion
 - absolute completion, partial completion, referral of problem elsewhere
 - judgements about precision and accuracy in relation to the situation and the audience
- anticipation of problems, sources and contexts
 - technical faults and routine maintenance problems
 - personal and social rights, responsibilities and sensibilities
 - including different roles and perspectives
- evaluation of outcomes and processes
 - checking accuracy of outcome against intention
 - trialing and evaluating methods - learning from experience, formally reviewing implications.

7. Can use technology

- interpretation and use of the goals of using technology
 - definitions of technology - equipment and materials, patterns of operation forming a process, systems of principles and ideas
 - choosing the right technology for the job - hardware and machinery, versus/ or combined with, software and methodologies
- use of scientific and technological principles and practices
 - manipulative and sensory skills to operate machinery and tools
 - lateral thinking- exploration of alternative uses of/ for technology
 - adaptation of existing systems for other purposes

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- social and ethical responsibility in the use of technology
 - impact of technology on existing systems and environment
- accommodation of environs and personal physical capacity
 - occupational health and safety issues
 - ergonomics.

8. Can identify, analyse, and apply the practices of culture

- definitions of culture
 - personal, family, community, workplace, organisational, national, global
 - recognition of embedded culture in the stream of political, economic, social and historical activity
- recognition of different forms of effective communication
 - methods, modes and forms of communication
 - languages - LOTE, forms of English, AUSLAN, computer aided speech etc.
- respect of individual and organisational rights and responsibilities
 - personal values, religious values, sexuality, gender, social values, workplace values, organisational, systems, bureaucracy
 - differing expectations about the behaviour of the individual
- inclusion of differing perspectives in group processes
 - differing communication skills, values, priorities
 - problem solving, conflict resolution
 - interpersonal skills and group dynamics.

SUMMARY OF LEARNING OUTCOMES

- 4.1 Can collect, analyse and organise information
- 4.2 Can plan and organise activities
- 4.3 Can communicate ideas and information
- 4.4 Can work with others and in teams
- 4.5 Can use mathematical ideas and techniques
- 4.6 Can solve problems
- 4.7 Can use technology
- 4.8 Can identify, analyse, and apply the practices of culture.

ASSESSMENT STRATEGY

Assessment method

Assessment should be undertaken as a holistic process which integrates knowledge and skills with their practical application. Assessment procedures should be designed so that, as far as possible, assessments of the key competencies are undertaken as part of, or in conjunction with, assessments undertaken for other purposes (Mayer 1992).

This suggests that many of the key competencies within the General Curriculum Options can also be assessed with Reading and Writing, Oracy and Numeracy.

The processes implicit in most curricula are multi-dimensional and involve many of the Key Competencies. It is therefore not necessary to assess each learning outcome separately. The key competencies assume a basis of knowledge, skills and understanding which need to be integrated and applied to achieve a purpose or complete a task. Therefore, where possible individual learning outcomes should be integrated with other learning outcomes to maximise this process.

Students must demonstrate competency in three out of eight learning outcomes to be credited with this module. In the case that individual learning outcomes are assessed separately see examples of assessment tasks at the end of each learning outcome.

A range of assessment options should be available to suit the needs of each student. Evidence of successful completion of each learning outcome may be ascertained through any or a combination of the following: group activities, student self assessment, peer evaluation, practical application outside the classroom context supported by witness testimony.

Conditions of assessment

The conditions related to the assessment of the learning outcomes may differ according to the particular learning environment, mode of delivery and field of study.

The needs of each student will be met by provision of:

- a flexible range of assessment tasks a learning environment appropriate to each assessment task
- relevant support and resources appropriate to each assessment task.

RECOGNITION OF PRIOR LEARNING

The Mayer Committee's recommendation on the assessment of key competencies stated that *Assessment procedures should provide for the recognition of key competencies, no matter how, where or when they have been acquired (Mayer 92).*

In order for students to be awarded a credential they must show competence in compliance with CGEA requirements. Students may do this by RPL process which may include:

- initial interview and placement assessment
- demonstration of competence in the classroom or through documentation of projects outside the classroom context.

Adult English language, literacy and numeracy clients may be expected to demonstrate a range of competency levels within the Mayer descriptions, depending on previous experience and confidence. Their degree of competence in this stream is not necessarily tied to competence levels in other streams.

LEARNING OUTCOME DETAILS - LEVEL 4

NOTE: Students must demonstrate competence in three out of the eight learning outcomes to be credited with this module

The Learning Outcomes for Level 4 are detailed on the following pages.

Learning outcome 4.1 General Curriculum Options

Can collect, analyse and organise information

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) define the needs of the audience and the purposes of the information
- (b) investigate sources critically to identify and distil relevant information
- (c) identify within information the main organising categories and structures
- (d) evaluate the quality and validity of information.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Design a series of survey questions about an aspect of media consumption. Design the questions so that collected data allows for comparisons between demographic groups (see 4.4 & 4.5)
- Undertake an information search on local history investigating non - mainstream as well as mainstream information sources (see 4.2 & 4.7)
- Conduct research into the implications of changing technology on the nature of two or more of: shopping/ education/ health/ communications/work/ parenting. The findings could be written as a report or presented as a poster or given as an oral presentation (see 4.2 & 4.3).

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- little or no support from teacher or other participants but can clarify & discuss strategies in consultation with others
- communication supports as required.

The subject matter may deal with general situations and some abstract concepts.

The guidelines for the completion of the task may need to be established.

The nature of the task will be complex relying on a range of information sources.

Learning outcome 4.2 General Curriculum Options

Can plan and organise activities

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) incorporate strategic goals into the planning and organisation of own work
- (b) incorporate criteria for quality and efficacy of outcome into the planning and organisation of own work
- (c) incorporate goals, plans and priorities of a strategic nature into planning and organisation of own work.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- little or no support from teacher or other participants but can clarify & discuss strategies in consultation with others
- communication supports as required.

The subject matter may deal with general situations and some abstract concepts.

The guidelines for the completion of the task may need to be established.

The nature of the task will be complex relying on a range of information sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Produce a study and homework timetable, taking into account competing demands of family, work, recreation time and domestic chores (see 4.4 & 4.6)
- Organise an excursion to document a series of sites that have local history significance. Document the sites with sketches or photographs. Plan to display these as part of a display on local history for Adult Learners' Week (see 4.1 & 4.7)
- Can conduct research into the implications of changing technology on the nature of two or more of: shopping/ education/ health/ communications/work/ parenting. The findings could be written as a report, presented as a poster or given as an oral presentation (see 4.1 & 4.3).

Learning outcome 4.3 General Curriculum Options

Can communicate ideas and information

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) choose the mode and form appropriate to the audience
- (b) revise and evaluate the communication in the light of feedback
- (c) vary the style of presentation to suit a variety of contexts
- (d) interpret and represent information in a variety of contexts
- (e) adapt ideas and information to unanticipated responses from audiences.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- little or no support from teacher or other participants but can clarify & discuss strategies in consultation with others
- communication supports as required.

The subject matter may deal with general situations and some abstract concepts.

The guidelines for the completion of the task may need to be established.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Prepare plans, material listings and an estimation of costs for the renovation of a designated space. Present these in visual form and then prepare a short oral or written report justifying these choices (see 4.7 & 4.5)
- Conduct research into the implications of changing technology on the nature of two or more of: shopping/ education/ health/ communications/work/ parenting. The findings could be written as a report or presented as a poster or as an oral presentation (see 4.1 & 4.2)
- Create a display for Adult Learners' Week using information that represents the significant cultural definitions of a particular group (see 4.8 & 4.4).

The nature of the task will be complex relying on a range of information sources.

Learning outcome 4.4 General Curriculum Options

Can work with others and in teams

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) define purpose and objectives to be achieved by working with others
- (b) establish roles, procedures and time frames taking into account different perspectives
- (c) negotiate with others to define objectives and where necessary to monitor and redefine them.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- little or no support from teacher or other participants but can clarify & discuss strategies in consultation with others
- communication supports as required.

The subject matter may deal with general situations and some abstract concepts.

The guidelines for the completion of the task may need to be established.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Anticipate the kinds of problems that may occur when carrying out a survey. Designate roles within the group that allow for maximum management of processes and accuracy of data and analysis and carry out survey (see 4.1 & 4.5)
- Produce a study and homework timetable, taking into account the competing demands of family, work, recreation time and domestic chores (see 4.2 & 4.6)
- Using information that represents the significant cultural definitions of a particular group, create a display for Adult Learners' Week (see 4.3 & 4.8).

Learning outcome 4.5 General Curriculum Options

Can use mathematical ideas and techniques

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) define the purpose and objectives of the activity
- (b) recognise the assumptions which need to be made in order to apply an idea and technique and where mathematical content may be embedded in text or a practical task
- (c) adapt the idea and use the technique to fit the constraints of the situation
- (d) make decisions about the level of accuracy needed
- (e) interpret and evaluate methods, solutions and results in the context of the particular problem.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Design a survey on an aspect of media consumption. Design the questions so that collected data allows for comparisons between demographic groups. Make a series of conclusive statements that require the use of statistical formulae (see 4.1 & 4.4)
- Carry out a competitive price comparison on a group of products or services, investigating manufacturing costs and variables affecting the retail price (see 4.7 & 4.3)
- Using weight and size measurements of crushed aluminium cans, calculate the maximum weight and size of a bundle of cans it would be safe and feasible for an average sized worker to lift onto a conveyor belt (see 4.6 & 4.7).

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- little or no support from teacher or other participants but can clarify & discuss strategies in consultation with others
- communication supports as required.

The subject matter may deal with general situations and some abstract concepts.

The guidelines for the completion of the task may need to be established.

The nature of the task will be complex relying on a range of information sources.

Learning outcome 4.6 General Curriculum Options

Can solve problems

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) establish major parameters affecting processes and outcomes
- (b) adapt processes to achieve appropriate completion
- (c) anticipate problems and opportunities and the conditions under which they might arise
- (d) establish and use criteria for judging effectiveness of processes and outcomes.

Conditions of assessment

- The student will have access to:
- a learning environment appropriate to the task
 - little or no support from teacher or other participants but can clarify & discuss strategies in consultation with others
 - communication supports as required.

The subject matter may deal with general situations and some abstract concepts.

The guidelines for the completion of the task may need to be established.

The nature of the task will be complex relying on a range of information sources.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Investigate aluminium, plastic and paper recycling practices of an organisation and / or council or shire examining the associated occupational health and safety issues (see 4.5 & 4.7)
- Produce a study and homework timetable, taking into account the competing demands of family, work, recreation time and domestic chores (see 4.2 & 4.4)
- Conduct a research project examining the services a provider - for example, a local library - needs to consider to adequately serve the community (see 4.8 & 4.5).

Learning outcome 4.7 General Curriculum Options

Can use technology

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) define the purpose and objectives for the use of technology
- (b) transfer technological principles to a new situation
- (c) configure and manage a series of operations as a process
- (d) select technological practices to maximise socially and ethically responsible use of technology where appropriate
- (e) use technological principles to reduce constraints presented by the environmental conditions and anticipated level of physical ability of the user.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Using knowledge about recycling create a strategy for the improvement of existing systems within the community. This strategy may include spreadsheet information, accompanying diagrams or illustrations and other supporting documentation (see 4.6 & 4.5)
- Using information management technology undertake an information search on local history. Identify significant historic sites and, where possible, document these using photographs or sketches (see 4.2 & 4.1)
- Prepare plans, material listings and an estimation of costs for the renovation of a designated space. Present these in visual form and then prepare a short oral or written report justifying these choices (see 4.5 & 4.6).

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- little or no support from teacher or other participants but can clarify & discuss strategies in consultation with others
- communication supports as required.

The subject matter may deal with general situations and some abstract concepts.

The guidelines for the completion of the task may need to be established.

The nature of the task will be complex relying on a range of information sources.

Learning outcome 4.8 General Curriculum Options

Can identify, analyse and apply the practices of culture.

Assessment criteria

All assessment criteria must be met in the one assessment task/activity

- (a) demonstrate flexibility in the selection of communication tools to meet the requirements of diverse audiences
- (b) use knowledge of policies relating to personal rights and responsibilities and apply in a range of contexts
- (c) apply the practices of differing personal, organisational, or global cultures to contribute constructively to the task at hand
- (d) demonstrate the value of diverse approaches to the task at hand.

Conditions of assessment

The student will have access to:

- a learning environment appropriate to the task
- little or no support from teacher or other participants but can clarify & discuss strategies in consultation with others
- communication supports as required.

The subject matter may deal with general situations and some abstract concepts.

The guidelines for the completion of the task may need to be established.

Assessment tasks

Where possible this learning outcome should be integrated with at least two other learning outcomes. An assessment task similar in complexity to one of the following may be appropriate (Please note that these interlink with other learning outcomes as part of a broader learning process):

- Create a display for Adult Learners' Week using information that represents the significant cultural definitions of a particular group (see 4.3 & 4.4)
- Collect responses to, and write a report on, policy or a set of practices that has ramifications for the student, workplace, or community body (see 4.6 & 4.3)
- Conduct a research project into the varying needs a provider of a service - for example, a local library - needs to consider to adequately serve the community (see 4.6 & 4.5).

DELIVERY OF THE MODULE

Delivery Strategy

At Levels 1 and 2 the General Curriculum Options Stream may be taught by a range of qualified teachers with adult education experience. However, at Levels 3 and 4 the qualifications and experience required to deliver the General Curriculum Options will depend on the field of study covered in the Stream. If, for example, science was to be the content of the stream it would be expected that a teacher with qualifications in science would take the course. However, if the General Curriculum Options Stream was integrated with another Stream, such as Reading and Writing, it would be taught by the Literacy (Reading and Writing) teacher.

Where suitably qualified teachers are not available, professional development should be made available for experienced educators to develop appropriate skills and knowledge.

All teachers should have access to professional development to ensure a thorough knowledge of the Certificates and related teaching methodology.

Resources

Useful resources

The following are some background references, curriculum planning resources and general curriculum materials that may be of interest to practitioners. The resources available for use directly with students in specific fields of study are too broad to mention here. Where possible however, students should work from real life resources, especially materials related to their own life experience.

Hall, William and Werner, Mark C., *Getting to Grips with key competencies*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1995

Hislop, Jenny, *Inter-Cultural Skills: Teaching material to support the Mayer 8th key competence - Cultural Understanding*, Western Sydney Institute of TAFE, Foundation Studies Training Division, Blacktown, NSW, 1994

Johnson, Marlene and Brearley, Laura (eds.), *Exploring the Options: Curriculum Documents and Support Materials for the General Curriculum Options Stream of the Certificates of General Education for Adults*, Victoria, Adult, Community and Further Education Board, Melbourne, 1994

McCormack, R. and Pancini, G., *Learning to Learn: Introducing Adults to the Culture, Context and Conventions of Knowledge: A guide for teachers*, Division of Further Education, Victoria, Melbourne, 1991

Murphy, Clare, *Learning Key Competencies*, South Australia, Department of Education, Employment and Training (now DETAFE), Adelaide, 1993

Putting General Education to Work: The Key Competencies Report, The Australian Education Council, Auckland, NZ, 1992

Werner, Mark C., *The development of generic competencies in Australia and New Zealand*, National Centre for Vocational Education Research (NCVER), Leabrook, SA, 1994

Werner, Mark C., *Australian Key competencies in an international perspective*, National Centre for Vocational Education Research, Leabrook, SA, 1995

White, Donna *Building on Experience: A course in Recognition of Prior Learning*, Victoria, Adult Community and Further Education Board, Melbourne, 1995

Wilde, Suzanne (compiler), *Filling the Frame: Adult Education and Vocational Training Institute guidelines for the implementation of integrated curricula within the Certificates of General Education for Adults framework*, NSW Department of Corrective Services, Adult Education and Vocational Training Institute, Sydney, 1995.

Occupational Health and Safety requirements

Providers of training should ensure that the relevant industry codes of practice and occupational health and safety requirements are met during the delivery of this module.

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ADMINISTRATIVE GUIDELINES

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Administrative Guidelines 1998

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SUMMARY INFORMATION

These guidelines cover the following performance measures which are required of all providers delivering the Certificates in General Education for Adults (CGEA):

- Registration and licensing/franchise arrangements
- Quality management processes including teaching qualifications, professional development, moderation, record keeping and annual reporting
- Credentials which can be awarded under the CGEA and format of credentials.

REGISTRATION AND LICENSING/FRANCHISE ARRANGEMENTS

Providers who wish to deliver the CGEA must show evidence of quality management processes, as required for all accredited curricula.

In Victoria

Providers should in the first instance contact ARIS for details of the curriculum and the licensing process.

General information about the curriculum and the licensing process is available from:

ARIS (Adult Education Resource and Information Service)
Language Australia
GPO Box 372 F
Melbourne Victoria 3001

Telephone: 03 9614 0255 Fax: 03 9629 4708
Email: aris@nllia.gov.au

Specific requests for licensing agreements for the CGEA should be directed to:

Ms. Jenny Samms
General Manager
Adult, Community and Further Education Board
Level 3, 2 Treasury Place
East Melbourne Victoria 3002

Telephone: 03 9637 2675 Fax: 03 9637 2490

The registration period will be for an initial period of one year after which time it will be reviewed. Renewal will not exceed three years.

Community based providers

The Adult, Community and Further Education (ACFE) Act 1991 specifies that community based providers should register with Regional Councils of ACFE in order to deliver accredited further education courses. In line with the Act, community based providers should register to deliver the CGEA through the Regional Councils of Adult, Community and Further Education.

The registration period will be initially for a period of one year after which time it will be reviewed, taking into account how the Quality Management Processes, outlined on page 323 of this document, have been met. Renewal will not exceed three years and will whenever possible be renegotiated as part of the annual Performance Agreement discussions between the Regional Council and community based providers.

In other States and Territories

Providers wishing to deliver the CGEA must enter into a licensing agreement with the Adult, Community and Further Education Board.

In Western Australia TAFE Institutes should contact the Adult Literacy Services Bureau, Department of Training, c/- WA Fishing and Aquaculture Centre, Fleet Street, Fremantle WA 6160.

Other providers in Western Australia should in the first instance contact the Adult Education Resource and Information Service (ARIS), Language Australia for details of the curriculum and the licensing process.

In New South Wales providers that are funded by the Board of Adult and Community Education (BACE) should contact the NSW Board of Adult and Community Education, PO Box 847, Darlinghurst NSW 2010.

Other providers in New South Wales should in the first instance contact ARIS for details of the curriculum and the licensing process.

Providers in other states should in the first instance contact ARIS for details of the curriculum and the licensing process.

General information about the curriculum and the licensing process is available from:

ARIS (Adult Education Resource and Information Service)
Language Australia
GPO Box 372 F
Melbourne Victoria 3001

Telephone: 03 9614 0255 Fax: 03 9629 4708
Email: aris@nllia.gov.au

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Telephone: 03 9637 2675 Fax: 03 9637 2490

Document availability

The curriculum is available from:

ARIS (Adult Education Resource and Information Service)
Language Australia
GPO Box 372 F
Melbourne Victoria 3001

Telephone: 03 9614 0255
Email: aris@nllia.gov.au

Fax: 03 9629 4708

or

The Curriculum Maintenance Manager, Human Services
Western Melbourne Institute of TAFE
PO Box 197
Footscray Victoria 3011

Telephone: 03 9284 8888

Fax: 03 9284 8618

QUALITY MANAGEMENT PROCESSES

Teaching qualifications

The required qualifications of teachers teaching the CGEA are outlined in the curriculum document under Resources (see page 16).

It is anticipated that organisations will employ trained teachers who have qualifications and/or experience in teaching adults.

- Reading and Writing Stream and Oral Communication Stream
At all levels teachers should have qualifications and/or experience in adult literacy.
- Numeracy and Mathematics Stream
At Level 3 and 4 teachers should have appropriate qualifications and/or experience in teaching mathematics and an understanding of the field of adult literacy.
- General Curriculum Options Stream
At Levels 3 and 4, where the modules are taught through a specific subject, teachers should have qualifications and/or experience in the subject being covered e.g. technology, science, etc. and an understanding of the field of adult literacy.
- For all streams within the Foundation level of the CGEA teachers should have qualifications and/or experience in adult literacy.

Professional development and moderation

All teachers should have access to relevant professional development including moderation of assessment tasks to ensure a thorough knowledge of the CGEA and of related teaching methodology.

Every teacher teaching the CGEA should moderate at least twice a year with other teachers teaching the same stream. This may be with teachers:

- within the same education provider or
- from other education providers.

Certificates In General Education for Adults

States and territories should also develop models and undertake cross regional moderation appropriate to their needs and circumstances.

In Victoria representatives from each ACFE Regional Council will attend a cross regional moderation forum.

Record Keeping

Providers must maintain permanent student records regarding attainment of credentials.

Annual Report

As part of quality management processes, providers delivering the CGEA should produce annual reports detailing how the quality management processes outlined in these Guidelines, have been implemented (See Appendix A for proformas to use). Such reports will be evidence of how providers have met the requirements for delivering the CGEA.

CREDENTIALS IN THE CERTIFICATES IN GENERAL EDUCATION FOR ADULTS AND FORMAT OF CREDENTIALS

The credentials which may be awarded under the Certificates in General Education for Adults are:

- Certificate I in General Education for Adults (Foundation) 2112 AFC
- Certificate II in General Education for Adults 2212 AKC
- Certificate II in General Education for Adults (Further Study) 2212 ALC

These credentials have been accredited by the Vocational Education and Training Accreditation Board (VETAB), Victoria, acting under delegation from the Adult, Community and Further Education Board (ACFEB). The period of accreditation is from 1st January 1997 to the 31st December 2001. The Certificates are listed on the State Register of Accredited Courses and the National Course Register.

The Credential should include:

- the full name of the credential
 - Statement of Attainment, or
 - Certificate I in General Education for Adults (Foundation), or
 - Certificate II in General Education for Adults, or
 - Certificate II in General Education for Adults (Further Study)
- name of the student
- month and year of issue
- name, in full, of the issuing body (i.e. the registered educational organisation)
- advice that the course was accredited in accordance with government regulations
- an issuing number which is recorded in a register and maintained by the issuing body.

The learning outcomes achieved could be provided on the back of the credential or an accompanying sheet.

In the General Curriculum Options Stream at levels 3 and 4 the content area covered could be named (e.g. non-specific, study skills, computing, Australian studies, science) and any competencies covered in the course could be listed.

Where the delivery of the CGEA is integrated into a particular workbased context, the provider could include specific credit transfer arrangements with the accredited vocational education and training courses.

At Level 4 in the Numeracy and Mathematics Stream the mathematical areas covered in Learning Outcome 4.5 , Numeracy for Knowledge - Further Study in Maths (Area A) and Learning Outcome 4.6, Numeracy for Knowledge - Further Study in Maths (Area B) should be named.

(See Appendix B for examples of the format for a credential).

FAILURE TO COMPLY WITH ADMINISTRATIVE GUIDELINES

Where educational organisations registered to deliver the CGEA do not adhere to the Administrative Guidelines registration to deliver the CGEA may be cancelled or not renewed.

● APPENDIX A: ANNUAL REPORT PROFORMAS

CGEA ANNUAL REPORT: REGISTER OF CREDENTIALS AWARDED

Provider _____ Date _____

| Credential | Number Awarded |
|----------------------------------------------------------------------------|----------------|
| Certificate I in General Education for Adults (Foundation) 2112 AFC | |
| Certificate II in General Education for Adults 2212 AKC | |
| Certificate II in General Education for Adults (Further Study) 2212 ALC | |
| Statements of Attainment | |
| Reading and Writing I VBC 850 | |
| Reading and Writing II VBC 851 | |
| Reading and Writing III VBC 852 | |
| Reading and Writing IV VBC 853 | |
| Oral Communication I VBC 854 | |
| Oral Communication II VBC 855 | |
| Oral Communication III VBC 856 | |
| Oral Communication IV VBC 857 | |
| Numeracy and Mathematics I VBC 858 | |
| Numeracy and Mathematics II VBC 859 | |
| Numeracy and Mathematics III VBC 860 | |
| Numeracy and Mathematics IV VBC 861 | |
| General Curriculum Options I VBC 862 | |
| General Curriculum Options II VBC 863 | |
| General Curriculum Options III VBC 864 | |
| General Curriculum Options IV VBC 865 | |

CGEA ANNUAL REPORT: QUALITY MANAGEMENT PROCESSES

Provider _____ Date _____

| Practitioner name (or identifier) | Qualifications | CGEA modules taught | Moderation | | Professional development Date, time spent (in hours) & topic of professional development |
|--------------------------------------|----------------|---------------------|------------------------------|---------------------|---------------------------------------------------------------------------------------------|
| | | | Date & time spent (in hours) | Internal / External | |
| | | | | | |

APPENDIX B: EXAMPLES OF FORMAT OF CREDENTIAL AND LEARNING OUTCOME DETAILS

These examples may be replicated for use by individual providers. Alternatively, these examples could be used as photocopy masters to produce the necessary Credentials. The space at the top is for Provider details.

Certificates in General Education for Adults

This is to certify that

has successfully completed all course requirements for the:

Certificate I in General Education for Adults (Foundation)

This course was accredited under the authority of the State of Victoria.

Adult Education in
the Community

Certificate Number:

Date of Issue:

Director/Coordinator:

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Certificates in General Education for Adults

This is to certify that

has successfully completed all course requirements for the:

Certificate II in General Education for Adults

This course was accredited under the authority of the State of Victoria.

Adult Education in
the Community

Certificate Number:

Date of Issue:

Director/Coordinator:

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Certificates in General Education for Adults

This is to certify that

has successfully completed all course requirements for the:

Certificate II in General Education for Adults (Further Study)

This course was accredited under the authority of the State of Victoria.

Adult Education in the Community

Certificate Number:

Date of Issue:

Director/Coordinator:

478

Certificates in General Education for Adults - Statement of Attainment

This is to certify that

has successfully completed the module requirements for the:

Stream:

Module:

This course was accredited under the authority of the State of Victoria.

Adult Education in
the Community

Certificate Number:

Date of Issue:

Director/Coordinator:

479

Certificate II in General Education for Adults (Further Study)

Learning Outcome Details and Modules completed:

Numeracy and Mathematics III

3.1 Numeracy for Practical Purposes - Design

Can translate between 2 dimensional and 3 dimensional real life objects and their diagrammatic representations for the purposes of measurement, design, and interpretation.

3.2 Numeracy for Practical Purposes - Measuring

Can use measurements, the metric system and simple measurement formulae for the purpose of interpreting, making or purchasing materials in practical situations

3.3 Numeracy for Personal Organisation

Can use the conventions of distance, location and direction to read, create and use maps.

3.4 Numeracy for Interpreting Society - Data

Can use and create graphs and charts, and calculate and use averages, in order to interpret and reflect on information of relevance to self, work or community.

3.5 Numeracy for Interpreting Society - Numerical Information

Can use, and calculate with, fractions, percentages, decimals, rates and large numbers, to reflect on aspects of personal, work or community life.

3.6 Numeracy for Knowledge - Further Study in Maths (formulae)

Can develop and use simple formulae to describe and represent relationships between variables in real life contexts.

3.7 Numeracy for Knowledge - Further Study in Maths (problem solving)

Can use simple mathematical problem solving techniques to interpret and solve straight forward mathematical problems.

Numeracy and Mathematics IV

4.1 Numeracy for Interpreting Society - Data

Can use graphs, charts and measures of central tendency and spread to interpret, analyse and describe information of relevance to self, work or community.

4.2 Numeracy for Interpreting Society - Numerical Information

Can use and calculate with rational numbers, percentages and ratios to analyse and evaluate relevant aspects of personal, work or community life.

4.3 Numeracy for Knowledge - Further Study in Maths (formulae and graphs)

Can develop and use formulae and their graphs to describe and represent relationships between variables in a range of contexts.

4.4 Numeracy for Knowledge - Further Study in Maths (algebraic techniques)

Can use algebraic techniques to investigate and solve mathematical problems.

4.5 Numeracy for Knowledge - Further Study in Maths (Business Maths)

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems.

4.6 Numeracy for Knowledge - Further Study in Maths (Area B)

Can use formal maths techniques relevant to an area of further study to interpret, investigate and solve mathematical problems.

4.7 Numeracy for Knowledge - Further Study in Maths (problem solving)

Can use mathematical problem solving techniques to interpret, investigate and solve mathematical problems.

Reading and Writing III

3.1 Writing for Self Expression

Write a recount, narrative or expressive text

3.2 Writing for Practical Purposes

Write an instructional or transactional text

3.3 Writing for Knowledge

Write a report or explanatory text

3.4 Writing for Public Debate

Write an argumentative or discursive text

3.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a narrative, recount or expressive text

3.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading an instructional or transactional text

3.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading an explanatory or informative text

3.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a persuasive or argumentative text

Reading and Writing IV

4.1 Writing for Self Expression

Write a complex recount, narrative or expressive text

4.2 Writing for Practical Purposes

Write a complex instructional or transactional text

4.3 Writing for Knowledge

Write a complex report or explanatory text

4.4 Writing for Public Debate

Write a complex argumentative or discursive text

4.5 Reading for Self Expression

Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text

4.6 Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text

4.7 Reading for Knowledge

Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory or informative text

4.8 Reading for Public Debate

Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

Oral Communication III

3.1 Active Listening

Extract main ideas and most details from sustained oral texts.

3.2 Oracy for Practical Purposes

Use and respond to spoken language in sustained transactions in a range of contexts.

3.3 Oracy for Exploring Issues and Problem Solving

Use and respond to spoken language in sustained discussions to explore issues or solve problems in a range of contexts.

EXAMPLE

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Adult Education in

The Community



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



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