

VCE Vocational Major - Literacy

Units 1-2

AIMS

This study enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

UNIT 1

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

LEARNING ACTIVITIES

Critical assessment of digital texts including webpages, podcasts and social media, write to convey specific information in workplace settings, practice structured writing in different forms.

KEY SKILLS REQUIRED

Read, watch, listen to and understand a range of text types for a variety of audiences and purposes, use the skills of annotation to identify the layouts, designs and structural elements of print, visual and film texts and identify reliable sources to be used for research.

ASSESSMENT TASKS

A range of tasks will be chosen from: a research task, a record and reflection of the presentations of guest speaker/s, a record of discussion or debate, a report, explanatory or instructional piece or article, a record of interviews with members of the community and class, a visual presentation, such as a graphic organiser, concept/mind map or annotated poster.

UNIT 2

In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings.

LEARNING ACTIVITIES

Note taking and responding to short answer questions, formulating opinion both oral and written, assessment of values and the role of language in the workplace.

KEY SKILLS REQUIRED

Identify the purpose and intended audience of written, spoken and multimedia persuasive and influential texts, infer meaning from persuasive and influential content, including being able to identify the connotations of word, compare and contrast how ideas and issues are presented in different persuasive text types, use appropriate evidence to support personal points of view and identify reliable and trustworthy sources for research

ASSESSMENT TASKS

A range of tasks will be chosen from: a research task, a report, a brochure, a record and reflection of the presentations of guest speaker/s, a record of a debate or discussion, a visual presentation, such as a graphic organiser, a concept/mind map or annotated poster, a comparison of two persuasive pieces or an animation or cartoon that provides a point of view.

VCE Vocational Major - Literacy

Units 3-4

UNIT 3

In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

LEARNING ACTIVITIES

To locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents. To focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

KEY SKILLS REQUIRED

Access relevant texts via the internet or other means, read, infer and create meaning from texts, identify key elements of complex, technical documents, including tables of contents, headings, sub-headings, paragraphs and indexes to locate relevant information, engage with commonly encountered and technical documentation for a specific workplace, vocational setting or real-life situation and compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information

ASSESSMENT TASKS

One task will be selected from

- a series of annotations and summaries
- a research task
- a case study analysis

It will also include the following activities where students should apply and demonstrate learning:

- a record and reflection of the presentations of guest speaker/s
- annotated photographs, signs or visuals
- a response to structured questions

UNIT 4

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

LEARNING ACTIVITIES

Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group. Use knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

KEY SKILLS REQUIRED

Read, understand and infer meaning and context by evaluating promotional and influential material, design and create influential or promotional material appropriate for context and audience, critically evaluate the appeal and effectiveness of influential or promotional material from different individuals or organisations and considering purpose and the social and workplace values associated with them

ASSESSMENT TASKS

One task for the assessment of Outcome 1 should be selected from the following:

- A series of annotations and summaries, a blog or vlog, a multimodal presentation created for promotion

One task for the assessment of Outcome 2 should be selected from the following:

- a video, podcast or oral presentation
- a digital presentation of a portfolio