Study Area Specification

English Communication
1. **Rationale**  | 1
- Key competencies  | 2

2. **Aims**  | 3

3. **Objectives**  | 4
- 3.1 Knowledge of contextual factors  | 4
- 3.2 Knowledge of textual features  | 4
- 3.3 Knowledge and understanding of texts  | 5
- 3.4 Affective objectives  | 5

4. **Course organisation**  | 6
- 4.1 Study area core  | 6
- 4.2 Time allocation  | 7
- 4.3 Planning a course of study  | 7
- 4.4 Units of study  | 8

5. **Learning experiences**  | 14
- 5.1 Introduction  | 14
- 5.2 Working with language and texts  | 14

6. **Assessment**  | 16
- 6.1 Underlying principles of exit assessment  | 16
- 6.2 Characteristics of assessment tasks  | 19
- 6.3 Assessment guidelines  | 19
- 6.4 Suggested assessment techniques  | 20
- 6.5 Arriving at a holistic judgment of student achievement for a task  | 20
- 6.6 Exit criteria  | 21
- 6.7 Determining exit levels of achievement  | 22

7. **Language education**  | 28

8. **Quantitative concepts and skills**  | 29

9. **Educational equity**  | 30

10. **Resources**  | 32
I. Rationale

In Australia, English is the principal spoken language and the predominant written language of personal and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures.

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for lifelong learning. The study area specification in English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure. This study area specification is informed by the National Framework of Adult English Language, Literacy and Numeracy Competence\(^1\), which describes six different aspects of the communication process. They are:

- procedural (performing tasks)
- technical (using technology)
- personal (expressing identity)
- cooperative (interacting in groups)
- systems (interacting with organisations)
- public (interacting with the wider community).

In any text or context, some or all of these aspects will be involved. Each one overlaps with and is dependent upon the others.

This study area specification offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community. As outlined in the Years 1–10 English syllabus, students need to:

- Make meanings in and of everyday, mass media and literary texts, understanding the influence of cultural contexts and social situations
- Develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- Become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

The concept of language and literacy as social practice is fundamental to this study area specification in English Communication. It is through texts that people express and share the vitality of cultures and communities; tell the stories of cultures; contribute to the shaping of personal, group and national identities; explore ideas and feelings that invite reflection on knowledge, values and practices; promote shared cultural understandings; and

\(^1\)Australian Committee for Training Curriculum 1993
actively participate in communities. Because of this, a contextualised approach to teaching and learning is adopted in English Communication. This study area specification has been developed as a two-year Authority-registered subject to take into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. English Communication can establish a basis for students’ further learning as well as developing essential communication skills to enhance employment opportunities.

**Key competencies**

English Communication allows students to develop key competencies\(^2\) in contexts that arise naturally from the learning experiences and assessment practices of the subject. Students collect, organise and evaluate information to communicate ideas. They plan and organise their work and solve problems individually and in groups. As part of their learning experiences, students will have opportunities to use technology, particularly information technologies, in producing texts.

\(^2\)The key competencies are: KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology.
The study area specification in English Communication aims to develop students’ ability to:

- understand and appreciate Australia’s linguistic and cultural diversity
- develop positive attitudes to and strategies for engagement in lifelong learning
- gain knowledge, understanding and an appreciation of various forms of text
- reflect on their own and other people’s knowledge, values and practices
- communicate appropriately and effectively, with confidence
- plan and work independently and as members of a group.
3. Objectives

The objectives of English Communication are divided into four broad categories:

- knowledge of contextual factors
- knowledge of textual features
- knowledge and understanding of texts
- affective objectives.

These are applied in the main components of the study area (work, community, leisure). Across all components, these objectives should offer opportunities for students to achieve individually and collectively.

3.1 Knowledge of contextual factors

Students develop knowledge about, interpret and construct texts in the contexts of work, community and leisure, taking into account the way that meanings in texts are shaped by purpose, cultural context and social situation. In doing so, students should:

- know that genres have patterns and conventions to suit particular purposes and audiences
- choose subject matter to achieve a particular purpose
- select and synthesise subject matter and authenticate with evidence as required
- recognise and use appropriate roles and relationships
- use a variety of modes and mediums to interpret and produce texts.

3.2 Knowledge of textual features

Students gain knowledge, understanding and control of the appropriate use of textual features for particular purposes and audiences in the contexts of work, community and leisure.

In working with the resources of language systems to produce their own texts, students should:

- demonstrate understanding that textual features are chosen according to purpose, genre and register variables
- make use of and control textual features to suit particular contexts relating to work, community and leisure
- sequence and organise subject matter, including the use of cohesive ties to link ideas in a range of texts
- consider and select appropriate vocabulary
· make use of a range of sentence and clause structures, and use grammar appropriately
· control paragraphing, punctuation and spelling
· demonstrate the use of visual, auditory and digital features
· make use of a range of spoken/signed and nonverbal features.

3.3 Knowledge and understanding of texts

Students develop and apply knowledge of how people’s different values, beliefs and attitudes influence meaning. In interpreting and constructing texts they demonstrate this through:

· exploring different representations of people, places, events and concepts in texts
· considering cultural assumptions, values, beliefs and attitudes in texts
· considering how language choices can invite readers, viewers and listeners to take up positions in relation to texts
· making language choices to invite readers, viewers and listeners to take up positions in relation to texts.

3.4 Affective objectives

The affective objectives refer to the attitudes, values and feelings students develop. Students should:

· experience personal enjoyment of and satisfaction in communicating effectively and accurately
· develop personal esteem through showing initiative, commitment and responsibility, individually and with others
· appreciate that effective communication involves trust, respect for others, cooperation and tolerance, including a commitment to non-discriminatory language
· develop a desire to reflect on communication processes and to engage in lifelong learning.
4. Course organisation

4.1 Study area core

The study area core underpins the study area specification and is essential to realising the aims of the course. It is delivered through the specific unit choices of the school. It is mandatory and must be integrated into and progressively developed throughout the two-year program of study chosen by the school.

In English Communication, the study area core relates specifically to the understanding and use of language systems to communicate effectively in the contexts of work, community and leisure.

Communication is an interactive process that results in understanding and action, and is essential for people to make meaning in cultural contexts and social situations. To do this, students need to understand, utilise, manipulate and critically reflect on texts in a range of:

- contexts including work, community and leisure
- subject matters, roles and relationships
- modes: speaking (signing) and listening, reading and viewing, writing and shaping
- different mediums.

In designing a course of study, it is important to take account of the rich linguistic and cultural diversity that exists in any society. This diversity, as displayed in the contexts of work, community and leisure, provides opportunities to develop students’ communication skills in order for them to participate as effective members of Australian and global communities.

Contexts

4.1.1 Work

Students need to operate language systems in order to participate effectively in workplace situations. In this context students have opportunities to develop knowledge of and skills in making language choices for texts, which draw their audience and purpose from workplace contexts.
4.1.2 Community

In preparing for active participation in Australian and global communities, students need to be able to communicate effectively in a range of situations in order to make positive and productive contributions. In this context, students have opportunities to develop knowledge of how language choices can position readers, listeners and viewers of texts related to current community, national and global contexts.

4.1.3 Leisure

In participating in a range of leisure activities, students need to develop skills that will enable them to create, enjoy, appreciate, evaluate, use and critique various texts through which ideas and images are communicated in contemporary society. In this context, students have opportunities to develop knowledge and skills about how textual choices are made for print, multimodal and electronically mediated texts.

4.2 Time allocation

This study area specification will usually be developed as a two-year program of study over a minimum of 55 hours per semester of timetabled school time, including assessment. While 30 hours are allocated to the study area core, it will be integrated into all the course units.

4.3 Planning a course of study

A course of study consists of a sequence of units of work that may focus on communication in one or more of the contexts of work, community and leisure.

In designing units of work, which must be at least 10 hours in length, consideration should be given to:

- activities based on real-life or lifelike contexts
- a range of texts, audiences and purposes
- balance of texts, modes and media drawn from work, community and leisure contexts
- individual differences
- local community diversity.

4.3.1 Possible topics for units of work

Schools are encouraged to be flexible in their development of programs of study. Each unit of work must be based on one or more of the three contexts of work, community and leisure. The program of study should reflect a balance amongst the three contexts.

Teachers have found the following suggestions in table 1, used individually or in combination, to be useful topics for units of work. The table offers suggestions only and is not exhaustive.
### Table 1: Possible unit topics

<table>
<thead>
<tr>
<th>Work</th>
<th>Community</th>
<th>Leisure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict resolution</td>
<td>Active citizenship</td>
<td>Clubs</td>
</tr>
<tr>
<td>Workplace relationships</td>
<td>Spirituality</td>
<td>Comedy</td>
</tr>
<tr>
<td>Keeping that job</td>
<td>Community service</td>
<td>Festivals</td>
</tr>
<tr>
<td>Changing jobs</td>
<td>Environmental issues</td>
<td>Film</td>
</tr>
<tr>
<td>Managing finance</td>
<td>Families and friends</td>
<td>Youth culture</td>
</tr>
<tr>
<td>Mentors and buddies</td>
<td>Festivals</td>
<td>Holidays and travel</td>
</tr>
<tr>
<td>The right job for me</td>
<td>Staying healthy</td>
<td>Sport</td>
</tr>
<tr>
<td>Trade unions</td>
<td>Fundraising</td>
<td>Memories</td>
</tr>
<tr>
<td>Workplace health and safety</td>
<td>Getting involved</td>
<td>Money</td>
</tr>
<tr>
<td>Personal presentation</td>
<td>Heroes and role models</td>
<td>Arts and music</td>
</tr>
<tr>
<td>Preparing for work</td>
<td>Tradition</td>
<td>Moving on and moving out</td>
</tr>
<tr>
<td>Rights and responsibilities</td>
<td>Knowing the law</td>
<td>Parties</td>
</tr>
<tr>
<td>Voluntary work</td>
<td>Sport</td>
<td>Reading for pleasure</td>
</tr>
<tr>
<td>Self-employment</td>
<td>Moving out</td>
<td>Self/identity</td>
</tr>
<tr>
<td>Small business</td>
<td>Shopping</td>
<td>Soap operas/sitcoms/reality TV</td>
</tr>
<tr>
<td>Work experience/traineeships</td>
<td>Social justice</td>
<td>Relationships</td>
</tr>
</tbody>
</table>

### 4.4 Units of study

The following table illustrates generic unit outlines in each of the contexts of work, community and leisure. Schools should use this format as a guide to devising their units of study, while considering the details of the study area core in planning learning experiences and assessment.
Table 2: Generic unit outlines for work, community and leisure contexts

<table>
<thead>
<tr>
<th>Unit context</th>
<th>Sample learning experiences</th>
<th>Assessment possibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Develop knowledge and skills in making language choices for texts used in the workplace. | · Create and operate a virtual workplace  
· Visit various workplaces  
· Plan a career expo  
· Organise a function or event  
· Investigate a career path  
· Apply workplace health and safety practices  
· Simulate human resource management issues  
· Conduct a meeting  
· Read and evaluate workplace documents. | · Compose workplace documents  
· Roleplaying among groups and teams  
· Research and write a report  
· Create a portfolio  
· Give a demonstration  
· Conduct and participate in an interview  
· Create a training video  
· Create a webpage  
· Conduct a seminar about a workplace issue  
· Produce a publication. |
| **Community**|                            |                          |
| Develop knowledge and skills about how language choices can position readers, listeners and viewers of texts related to current community, national and global contexts. | · Investigate community, national and global issues  
· Listen to guest speakers  
· Participate in community events  
· Organise a community event  
· Examine consumer issues  
· Explore environmental issues  
· Plan a travel itinerary  
· Investigate life after school. | · Panel discussion or forum  
· Debate  
· Introduction and thank-you speeches to guests  
· Produce a publication  
· Survey of and report on community issues  
· Compose a persuasive letter or email  
· Multimedia presentation. |
| **Leisure**  |                            |                          |
| Develop knowledge and skills about how textual choices are made for print, multimodal and electronically mediated texts. Create, enjoy, appreciate, evaluate, use and evaluate various texts related to a range of leisure activities. | · Appreciate, enjoy and create leisure texts  
· Evaluate texts  
· Investigate games  
· Organise a festival  
· Organise a celebration  
· Prepare for travelling  
· Examine or experience various leisure activities  
· Interview a sportsperson  
· Attend a performance  
· Explore computer software  
· Examine current trends in leisure activities. | · Write a review evaluating a leisure activity  
· Create computer games  
· Act out scenarios  
· Write stories, poems, or song lyrics  
· Panel discussion  
· Create a personal webpage  
· Invent a leisure activity  
· Survey and report on media trends. |

Units may be relevant to one or more contexts.
The following units are provided as examples for development of units in each context, and for using integrated contexts.

**Example One:**

Unit Context: Work  
Time Allocation: 6 weeks

<table>
<thead>
<tr>
<th>Unit title/description</th>
<th>Learning experiences</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| **Know your rights at work**  
· Presenting workplace information. | **Research, investigate, read about and discuss** a number of workplace issues:  
· equal opportunity  
· bullying  
· sexual harassment  
· Workplace Health and Safety  
· affirmative action  
· workers’ compensation  
· redundancy, dismissal and grievance procedures  
· employer rights and responsibilities  
· employee entitlements (eg holiday leave, sick leave, maternity leave, superannuation).  
Use websites such as:  
www.hreoc.gov.au  
www.ir.qld.gov.au  
www.whs.qld.gov.au | Each student selects one of the workplace issues and, in the role of workplace trainer or professional development officer they:  
· write a memorandum bringing the issue to the attention of all workers and informing them that a compulsory workshop will be held on a certain date and time. The document must be suitable for distribution to all employees and for display on staff notice boards. Length: 250–300 words.  
· prepare a PowerPoint presentation on their issue for presentation at the workshop. Length: 3–4 minutes, or 8–10 slides. |
Example Two:
Unit Context: Community
Time Allocation: 12 weeks

<table>
<thead>
<tr>
<th>Unit title/description</th>
<th>Learning experiences</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charity quest</td>
<td>In small groups, students:</td>
<td><code>Oral presentation</code></td>
</tr>
<tr>
<td></td>
<td>- research a problem that attracts community or charity funding, using a variety of sources. Choose a charity related to this problem.</td>
<td>- In small groups, students make a presentation to the class about their charity’s purpose, foundation, accomplishments and current funding needs.</td>
</tr>
<tr>
<td></td>
<td>- complete two hours community service by visiting the chosen charity.</td>
<td>- The aim of the presentation is to provide information, which will allow the class to make a decision about which charity to support. Length: 3–5 minutes per person.</td>
</tr>
<tr>
<td></td>
<td>- invite a guest speaker to talk to the class about the charity. Produce letters of invitation and thanks.</td>
<td>- Newsletter or school magazine item</td>
</tr>
<tr>
<td></td>
<td>- present a report to the class about the charity.</td>
<td>- Individually, students write a newsletter item, which gives an overview of the task, its purpose and success.</td>
</tr>
<tr>
<td></td>
<td>- participate in a class discussion or debate to reach consensus about which charity will benefit from fundraising activities.</td>
<td>- This assessment is completed under controlled conditions.</td>
</tr>
<tr>
<td></td>
<td>- conduct fundraising activities:</td>
<td>Length: 200–300 words.</td>
</tr>
<tr>
<td></td>
<td>- develop a proposal of possible activities- complete a SWOT analysis of proposed activity or activities</td>
<td>- Portfolio of written information</td>
</tr>
<tr>
<td></td>
<td>- decide on a fundraising activity or event</td>
<td>- Students keep a portfolio, which is handed in at the completion of the unit. It should include:</td>
</tr>
<tr>
<td></td>
<td>- design an action plan for the proposed activity or event</td>
<td>- research results</td>
</tr>
<tr>
<td></td>
<td>- contact local businesses for prizes and/or donations</td>
<td>- information about the charity</td>
</tr>
<tr>
<td></td>
<td>- publicise the activity or event</td>
<td>- copies of letters and/or emails written</td>
</tr>
<tr>
<td></td>
<td>- write memos and/or otherwise contact relevant people to request permission to conduct the activity or event, use facilities etc.</td>
<td>- fundraising action plan</td>
</tr>
<tr>
<td></td>
<td>- complete a self-evaluation of how they completed the task, identifying areas for improvement and suggesting strategies to overcome problems in future tasks.</td>
<td>- publicity material</td>
</tr>
</tbody>
</table>

The money raised through the fundraising activities will be presented to the charity at a school assembly.
Example Three:

Context: Leisure

Time Allocation: 10 weeks

<table>
<thead>
<tr>
<th>Unit title/description</th>
<th>Learning experiences</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Take a look at leisure activities – reading, video clips, films. | Video clips  
- View video clips  
- Discuss representations of females, males, youth etc. | - Individually, students write a review of a film, video, book or play for their peers. Length: 300–400 words. |
| Films | - Discuss film-viewing habits  
- Consider characteristics of various films  
- Classify films into genres  
- View and discuss films  
- Students organise film excursion  
- Read and view a variety of film reviews. | - In a small group, students prepare a panel presentation, which discusses the suitability of their film, video, book or play for a teenage audience. Length: 3–5 minutes per person. |
| Reading | - Discuss teenage concerns and interests  
- Select appropriate teenage fiction  
- Read and/or listen to a book  
- In a small group, discuss the suitability of the book for a teenage audience. | - As a group, students perform a 3–4 minute scene from a play. Students introduce and explain the scene and characters. |
| Live theatre/plays | - Discuss representations of youth, etc.  
- Identify the values and attitudes of characters  
- Perform excerpts from plays. | |
| Suggested texts*: | Books: Touch Me; After January; Monster Man; The Damage Done; Deadly Unna; Nukkin’ya; Alive. | |
| Films: Bend it Like Beckham; Australian Rules; Beneath Clouds; Whale Rider; Rabbit Proof Fence; I Robot | |
| Plays: X-Stacey; And the Big Men Fly; Seven Stages of Grieving; 48 Shades of Brown; Hating Alison Ashley. | |
| *These are suggestions only – suitability for particular contexts and parental guidance may need to be considered. | |
Example Four:
Context: Work/Community/Leisure
Time Allocation: 6–8 weeks

<table>
<thead>
<tr>
<th>Unit title/description</th>
<th>Learning experiences</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenfest 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students prepare a proposal for a free concert for teenagers featuring a debut band, competitions, demonstrations, displays and food. Interested groups have been invited to participate in the upcoming Teenfest Extravaganza by:</td>
<td>· Conduct a class meeting to determine the best venue for this event. <strong>Record minutes.</strong> Consider transport, parking, proximity to residential areas, security, etc. · Conduct a survey/interview of local teens to determine what they’d like to see included in a festival for them. · <strong>Prepare a multimedia presentation</strong> using software such as Word, Publisher, Excel, PowerPoint, FrontPage, Dreamweaver:  - analyse and apply data collected from survey or interview.  - write a letter to the organisers informing them of the desired site and giving reasons to support this choice.  - include a SWOT analysis and action plan.  - provide a sample letter to be sent out to local businesses informing them of the festival and requesting their sponsorship.  - design a flyer to circulate to teenagers in the local area.  - prepare a press release for your local newspaper promoting not only the day but also the band making its debut at this festival.  - produce the program, entry tickets and posters.  - design the layout of the venue showing parking, toilets, stages, mosh pits, refreshments, entertainment, lost property, information, etc.</td>
<td>· Groups plan and deliver a multimedia presentation. Length: 3–4 minutes per speaker. · Students complete an individual action plan, which illustrates their contribution to the presentation. Length: 300 words.</td>
</tr>
</tbody>
</table>

The best proposal will be adopted by the organisers.
5. Learning experiences

5.1 Introduction

Learning experiences in English Communication should allow students to achieve the objectives of the study area specification, and should be conducted within real and/or simulated situations.

Students should work with print, visual and multimodal texts drawn from contexts relating to work, community and leisure. These texts should:

- be directly related to the workplace, e.g. business letters, memos, newsletters, emails, web pages, directories, manuals, schedules
- provide information and opinion on matters of current community and national interest, e.g. newspapers, magazines, e-zines, documentaries, films and other non-fiction texts
- provide enjoyment, e.g. film, television, computer games, radio, drama, live theatre, concerts, fiction, biographies, magazines, song lyrics and poems.

5.1.1 Principles for designing learning experiences

Learning experiences should allow students to work with texts and use language to participate in social practices drawn from the contexts of work, community and leisure. The following points should be taken into account:

- diversity of individual goals and pathways, e.g. preparation for the workplace, further study or as providing an alternative to Senior English
- variations in individual learning styles, needs, interests and aspirations
- the need for negotiation between teacher and students, individual and collective goal setting and flexibility of delivery
- the value and relevance of learning in real-life and simulated situations including those outside school.

5.2 Working with language and texts

The following suggestions provide examples of learning activities, which demonstrate how the general objectives can be turned into classroom practice. The list provides suggestions only and is not exhaustive.

- Observing and performing demonstrations.
- Using and evaluating information from guest speakers, discussions, interviews, lectures, broadcasts.
- Reading and analysing information in textbooks, manuals of procedures, brochures, journal articles, magazines, newspapers, novels and websites.
- Viewing and interpreting illustrations, photographs, advertisements, films, videotapes.
- Preparing and interpreting tables, models and graphs, theories.
- Analysing and evaluating data and opinion.
- Designing, conducting and reporting on surveys, events and experiments.
- Sharing information, ideas and concepts with a range of social groups.
- Formulating instructions.
- Defending and justifying positions and their consequences for individuals and communities.
- Exploring a variety of viewpoints and identifying values, attitudes and beliefs.
- Using information and communication technology, taking account of how readers, viewers and listeners take up positions in relation to texts.
- Participating in and organising displays, practical activities and field trips, using language suitable for various interpersonal roles and relationships.
- Participating in small and large group discussions, seminars, panels, roleplaying and simulation activities.
- Participating in decision-making processes.
- Producing texts taking into account selection and sequencing of subject matter and control of textual features (e.g. reports, journals, PowerPoint presentations, letters, magazines, web pages, video and digital images, oral presentations, scenarios, interviews).
- Exploring language choices and representations in advertisements, newspaper articles, song lyrics, novels, films.
- Researching information using a range of sources, e.g. the internet, newspapers, magazines, books, and interviews.
6. Assessment

The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgments about how well students meet the general objectives of the course. In designing an assessment program, it is important that the assessment tasks, conditions and criteria are compatible with the general objectives and the learning experiences. Assessment then is an integral aspect of a course of study. It can be formative or summative. The distinction between formative and summative assessment lies in the purpose for which that assessment is used.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the students’ strengths and weaknesses so students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques, which students will meet later in the course. This provides students with experience in responding to particular types of tasks under appropriate conditions.

Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment techniques and instruments or tasks to be used, when they will be administered, and how they will contribute to the determination of exit levels of achievement. Students’ achievements are compared to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

6.1 Underlying principles of exit assessment

The policy on exit assessment requires consideration to be given to the following principles when devising an assessment program for a two-year course of study:

- Information is gathered through a process of continuous assessment.
- Balance of assessments is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s work program.
- Selective updating of a student’s profile of achievement is undertaken over the course of study.
- Exit assessment is devised to provide the fullest and latest information on a student’s achievement in the course of study.
These principles are to be considered together and not individually in the development of an assessment program. Exit assessment must satisfy concurrently the six principles associated with it.

6.1.1 Continuous assessment

The major operating principle is continuous assessment. The process of continuous assessment provides the framework in which all the other five principles of balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information exist and operate.

This is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. It involves a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout the two-year course of study.

Decisions about levels of achievement are based on information gathered, through the process of continuous assessment, at points in the course of study appropriate to the organisation of the learning experiences. Levels of achievement must not be based on students’ responses to a single assessment task at the end of a course or instruments set at arbitrary intervals that are unrelated to the developmental course of study.

6.1.2 Balance

Balance of assessments is a balance over the course of study and not necessarily a balance within a semester or between semesters.

Within the two-year course for English Communication, it is necessary to establish a suitable balance in the general objectives, assessment techniques and instruments/tasks, conditions and across the criteria. The exit criteria are to have equal emphasis across the range of summative assessment. The exit assessment program must ensure an appropriate balance over the course of study as a whole.

6.1.3 Mandatory aspects of the syllabus

Judgment of student achievement at exit from a two-year course of study must be derived from information gathered about student achievement in those aspects stated in the study area specification as being mandatory, namely

- the general objectives of English Communication and
- the study area core.

The exit criteria and standards stated for the strand must be used to make the judgment of student achievement at exit from a two-year course of study.

6.1.4 Significant aspects of the course of study

Significant aspects refer to those units that the school selects in accordance with the contexts of the course. Significant aspects can complement mandatory aspects or be in addition to them. They will be determined by the context of the school and the needs of students at that school to provide a choice of learning experiences appropriate to the location of the school, the local environment and the resources available.

The significant aspects must be consistent with the general objectives of the study area specification and complement the developmental nature of learning in the course over two years.
6.1.5 Selective updating

In conjunction with the principle of fullest and latest information, information on student achievement should be selectively updated throughout the course.

Selective updating is related to the developmental nature of the two-year course of study and operates within the context of continuous assessment. As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. The information therefore should be selectively and continually updated (not averaged) to accurately reflect student achievement.

The following conceptions of the principle of selective updating apply:

· a systemic whole subject-group approach in which considerations about the whole group of students are made according to the developmental nature of the course and, in turn, the assessment program. In this conception, developmental aspects of the course are revisited so that later summative assessment replaces earlier formative information

· an act of decision making about individual students — deciding from a set of assessment results the subset which meets study area specification requirements and typically represents a student’s achievements, thus forming the basis for a decision about a level of achievement. In the application of decisions about individual students, the set of assessment results does not have to be the same for all students. However, the subset which represents the typical achievement of a student must conform to the parameters outlined in the school’s study plan for the strand.

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for students to complete and submit additional tasks. Such tasks may provide information for making judgments where achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment.

6.1.6 Fullest and latest information

Judgments about student achievement made at exit from a school course of study must be based on the fullest and latest information available. This information is recorded on a student profile.

Fullest refers to information about student achievement gathered across the range of general objectives. Latest refers to information about student achievement gathered from the most recent period in which the general objectives are assessed. As the assessment program in a strand is developmental, fullest and latest information will most likely come from Year 12.

Information recorded on a student profile will consist of the latest assessment data on mandatory and significant aspects of the course, which includes the data gathered in the summative assessment program that is not superseded.
6.2 Characteristics of assessment tasks

As this course will be developed for a range of school sites and student needs there will be considerable variation in task design.

In order to enable students to demonstrate their knowledge and control of the three assessment criteria, within the contexts of work, community and leisure, tasks should provide opportunities for students to use their knowledge of:

- how texts are shaped by purpose, context and social situation
- how textual features are selected for particular purposes and audiences
- how texts reflect different values, beliefs and attitudes.

Assessment tasks should also provide:

- clear and realistic contexts with purposes and audiences related to work, community and leisure
- a description of the task written in a manner that is accessible to students
- a statement of conditions involved in the task
  - length of task
  - time allocation
  - access to material and human resources
  - drafting and/or rehearsing.

6.3 Assessment guidelines

In the assessment of student achievement, the following guidelines should be applied:

- there should be a balance of written and spoken tasks — approximately 50–70 per cent of tasks should be predominantly spoken/signed and/or practical (both individual and group) and 50–30 per cent should be predominantly written. This will reflect the resources on which the course is based.

- where students undertake a summative assessment task in a group or team, teachers should design the task so that they can validly assess the work of the individual only and not apply a judgment of the group product to individual students

- tasks that require written responses should vary in length. In any given unit, responses ranging from 250 to 600 words may be appropriate depending on the task and conditions under which the task is carried out.

- tasks that require spoken, signed or practical responses may also vary in length from 3–5 minutes per person for both individual and group presentations. The length of the response should match the task and conditions under which the task is carried out.

- Written tasks should take place under various conditions, and some tasks should be supervised in order to authenticate authorship.

- Task requirements and timing should reflect the increasing independence of the student as a learner.

The body of evidence on which judgments are based should consist of a reasonable, but not onerous, number of tasks.
6.4 **Suggested assessment techniques**

Examples of the range of assessment techniques available are given below.

The techniques shown here should be used to measure student achievement in terms of all of the assessment criteria.

· **Observation** involves teachers observing students in contexts related to work, community and leisure. This occurs continually as part of the teaching and learning process and can be used to gather a broad range of information about students' learning.

· **Consultation** involves teachers conferring with students, and can be used to verify evidence gathered using other techniques.

· **Focused analysis** involves teachers examining students' responses to tasks or learning experiences in detail. It provides detailed evidence of students' demonstrations of learning.

· **Self- and peer assessment** involve students in developing evaluative expertise to assess their own work and the work of their peers.

6.5 **Arriving at a holistic judgment of student achievement for a task**

Holistic judgment should be made when matching a student’s response to specified criteria and standards i.e. all three criteria will be taken into account in each assessment task. The following steps are taken in the process of arriving at a holistic judgment.

Teachers need to:

· familiarise themselves with the criteria and standards specified in the study area specification
· read, view or listen to entire student response and make an interim informed holistic judgment using task criteria and standards schema
· take account of the conditions under which the task was completed
· re-examine the initial judgment of student achievement against each of the specific task requirements
· confirm or review the initial judgment
· consider seeking a second opinion if the initial judgment is not consistent with the reviewed judgment.
6.6 Exit criteria

An exit level of achievement will be awarded on completion of the program of study for English Communication. The criteria on which a student will be judged are derived from the general objectives, which are described in section three. These criteria are:

1. Knowledge of contextual factors.
2. Knowledge of textual features.
3. Knowledge and understanding of texts.

These three criteria are integrally related and are not to be weighted. They are applied holistically to the body of work in the student folio in determining the exit level of achievement.

6.6.1 Knowledge of contextual factors

This criterion refers to students’ ability to demonstrate knowledge about the ways that meanings in texts are shaped by their purpose, cultural context and social situation. In doing so, students should:

· know that genres have patterns and conventions to suit particular purposes and audiences
· make choices of subject matter to achieve a particular purpose
· select and synthesise subject matter and substantiate with evidence as required
· recognise and use appropriate roles and relationships
· use a variety of modes and mediums to interpret and produce texts.

6.6.2 Knowledge of textual features

This criterion refers to students’ ability to demonstrate knowledge of appropriateness of textual features for purposes and audiences. In producing their own texts, students should:

· demonstrate understanding that textual features are chosen according to purpose, genre and register variables
· make use of and control textual features to suit particular contexts relating to work, community and leisure
· sequence and organise subject matter including the use of cohesive ties to link ideas in a range of texts
· consider and select appropriate vocabulary
· make use of a range of sentence and clause structures, and use grammar appropriately
· control paragraphing, punctuation and spelling
· demonstrate the use of visual, auditory and digital features
· make use of a range of spoken/signed and nonverbal features.
6.6.3 Knowledge and understanding of texts

This criterion refers to students’ ability to demonstrate and apply their knowledge of how people’s different values, beliefs and attitudes influence meaning. In interpreting and constructing texts they demonstrate this through:
· exploring different representations of people, places, events and concepts in texts
· considering cultural assumptions, values, beliefs and attitudes in texts
· considering how language choices can invite readers, viewers and listeners to take up positions in relation to texts
· making language choices to invite readers, viewers and listeners to take up positions in relation to texts.

6.7 Determining exit levels of achievement

On completion of the program of study, the school must award an exit level of achievement for each student based on the three exit criteria listed above, and the principles of assessment described in section 6.1. The standards associated with the three exit criteria are described in section 6.7.2. The school is required to award an exit level of achievement from one of five categories:
Very High Achievement
High Achievement
Sound Achievement
Limited Achievement
Very Limited Achievement.

6.7.1 Arriving at a holistic judgment of level of achievement for a folio of student work

A student folio is a collection of individual components, but it is to be judged as a whole rather than a sum of the parts. It is not appropriate to add up or total grades to arrive at an overall judgment about the level of student achievement.

The process of arriving at a holistic judgment of a student folio to determine the level of achievement is essentially a classification exercise. It entails evaluating the student folio in terms of the specified standards associated with the three exit criteria. The standards associated with the exit criteria are specified in section 6.7.2.
6.7.2 Standards associated with exit criteria

Table 3: Very High Achievement

<table>
<thead>
<tr>
<th>Knowledge of contextual factors</th>
<th>Knowledge of textual features</th>
<th>Knowledge and understanding of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context and social situation by:</td>
<td>The student has demonstrated knowledge of the appropriateness of textual features for purposes and audiences by:</td>
<td>The student has demonstrated knowledge of how texts are interpreted and constructed by:</td>
</tr>
<tr>
<td>· consistently using patterns and conventions of genres to achieve particular purposes</td>
<td>· consistently sequencing and organising subject matter</td>
<td>· explaining or purposefully shaping representations of people, places, events and concepts in texts</td>
</tr>
<tr>
<td>· selecting and synthesising relevant subject matter</td>
<td>· consistently using cohesive ties to link ideas</td>
<td>· explaining or effectively using cultural assumptions, attitudes, values and beliefs in texts</td>
</tr>
<tr>
<td>· explaining information, ideas and arguments with analysis and evaluation</td>
<td>· using a range of suitable vocabulary</td>
<td>· explaining ways readers, listeners and viewers take up positions in relation to texts</td>
</tr>
<tr>
<td>· substantiating opinions with relevant evidence</td>
<td>· controlling most clause and sentence structures</td>
<td>· making language choices to invite readers, listeners and viewers to take up positions in relation to texts</td>
</tr>
<tr>
<td>· controlling appropriate roles and relationships</td>
<td>· maintaining control of paragraphing and most punctuation</td>
<td></td>
</tr>
<tr>
<td>· selecting and integrating modes and media, where appropriate.</td>
<td>· controlling conventional spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· controlling visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· controlling spoken/signed and nonverbal features that contribute to meaning:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· pronunciation, audibility and clarity; pace, volume, phrasing and pausing for emphasis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· facial expression, stance, movement, gestures, proximity.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 4: High Achievement

<table>
<thead>
<tr>
<th>Knowledge of contextual factors</th>
<th>Knowledge of textual features</th>
<th>Knowledge and understanding of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context and social situation by:</td>
<td>The student has demonstrated knowledge of the appropriateness of textual features for purposes and audiences by:</td>
<td>The student has demonstrated knowledge of how texts are interpreted and constructed by:</td>
</tr>
<tr>
<td>· using patterns and conventions of genres to achieve particular purposes</td>
<td>· sequencing and organising subject matter</td>
<td>· describing or shaping representations of people, places, events and concepts in texts</td>
</tr>
<tr>
<td>· selecting sufficient relevant subject matter</td>
<td>· usually linking ideas with cohesive ties</td>
<td>· describing or using cultural assumptions, attitudes, values and beliefs in texts</td>
</tr>
<tr>
<td>· explaining information, ideas and arguments with some analysis and evaluation</td>
<td>· using suitable vocabulary</td>
<td>· describing ways readers, listeners and viewers take up positions in relation to texts</td>
</tr>
<tr>
<td>· supporting opinions with relevant evidence</td>
<td>· generally maintaining control of most clause and sentence structures</td>
<td>· making language choices that generally invite readers, listeners and viewers to take up positions in relation to texts</td>
</tr>
<tr>
<td>· using appropriate roles and relationship</td>
<td>· generally maintaining control of paragraphing and most punctuation</td>
<td></td>
</tr>
<tr>
<td>· selecting and combining modes and media, where appropriate.</td>
<td>· generally controlling conventional spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· using, with some success, visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features to make meaning in layout or presentation of texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· using spoken/signed and nonverbal features that contribute to meaning:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· pronunciation, audibility and clarity, pace, volume, pausing for emphasis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· facial expression, stance, movement, gestures.</td>
<td></td>
</tr>
</tbody>
</table>
Table 5: Sound Achievement

<table>
<thead>
<tr>
<th>Knowledge of contextual factors</th>
<th>Knowledge of textual features</th>
<th>Knowledge and understanding of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context and social situation by:</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes and audiences by:</td>
<td>The student has demonstrated knowledge of how texts are interpreted and constructed by:</td>
</tr>
<tr>
<td>· in the main, using patterns and conventions of genres to achieve particular purposes</td>
<td>· in the main, sequencing and organising subject matter</td>
<td>· identifying or unevenly shaping representations of people, places, events and concepts in texts</td>
</tr>
<tr>
<td>· selecting relevant subject matter</td>
<td>· sometimes linking ideas with cohesive ties</td>
<td>· identifying or unevenly using cultural assumptions, attitudes, values and beliefs in texts</td>
</tr>
<tr>
<td>· explaining information, ideas and arguments with some analysis</td>
<td>· in the main, using suitable vocabulary</td>
<td>· identifying some ways readers, listeners and viewers take up positions in relation to texts</td>
</tr>
<tr>
<td>· supporting opinions with some evidence</td>
<td>· using clause and sentence structures with occasional lapses in accuracy</td>
<td>· making language choices that sometimes invite readers, listeners and viewers to take up positions in relation to texts</td>
</tr>
<tr>
<td>· in the main, using appropriate roles and relationships</td>
<td>· in the main, controlling paragraphing and punctuation</td>
<td>· using spoken/signed and nonverbal features that in the main, contribute to meaning:</td>
</tr>
<tr>
<td>· using designated modes and media.</td>
<td>· using conventional spelling with some lapses</td>
<td>- pronunciation, audibility and clarity, volume</td>
</tr>
<tr>
<td></td>
<td>· using visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features that in the main contribute to the layout or presentation of texts</td>
<td>- facial expression, stance, movement.</td>
</tr>
<tr>
<td></td>
<td>· using spoken/signed and nonverbal features that in the main, contribute to meaning:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- pronunciation, audibility and clarity, volume</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- facial expression, stance, movement.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 6: Limited Achievement

<table>
<thead>
<tr>
<th>Knowledge of contextual factors</th>
<th>Knowledge of textual features</th>
<th>Knowledge and understanding of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context and social situation by:</td>
<td>The student has demonstrated knowledge of appropriateness of textual features for purposes and audiences by:</td>
<td>The student has demonstrated knowledge of how texts are interpreted and constructed by:</td>
</tr>
<tr>
<td>unevenly using patterns and conventions of genres to achieve some purposes</td>
<td>unevenly sequencing and organising subject matter</td>
<td>sometimes identifying or shaping representations of people, places, events and concepts in texts</td>
</tr>
<tr>
<td>selecting some relevant subject matter</td>
<td>linking some ideas with conjunctions</td>
<td>sometimes identifying or using attitudes and beliefs in texts</td>
</tr>
<tr>
<td>explaining some information, ideas and arguments</td>
<td>using basic vocabulary</td>
<td>recognising that texts influence readers, listeners and viewers.</td>
</tr>
<tr>
<td>supporting opinions with a little evidence</td>
<td>using some clause and sentence structures, with frequent lapses</td>
<td></td>
</tr>
<tr>
<td>sometimes using appropriate roles and relationship</td>
<td>using some punctuation though not paragraphing</td>
<td></td>
</tr>
<tr>
<td>using some designated modes and media.</td>
<td>sometimes using conventional spelling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>using some visual (graphic, still and moving images), auditory (music, silence and sound effects) and/or digital (graphic design elements) features</td>
<td></td>
</tr>
<tr>
<td></td>
<td>using some spoken/signed and nonverbal features:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- pronunciation, audibility, volume</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- stance, movement.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 7: Very Limited Achievement

<table>
<thead>
<tr>
<th>Knowledge of contextual factors</th>
<th>Knowledge of textual features</th>
<th>Knowledge and understanding of texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student has demonstrated knowledge of the ways that meanings in texts are shaped by purpose, cultural context and social situation by:</td>
<td>The student has demonstrated knowledge of the appropriateness of textual features for purposes and audiences by:</td>
<td>The student has demonstrated knowledge of how texts are interpreted and constructed by:</td>
</tr>
</tbody>
</table>

- Using some conventions of genres
- Selecting some subject matter
- Stating opinions
- Occasionally using appropriate roles and relationships
- Using some modes and media.

- Linking some ideas with conjunctions
- Using a narrow range of basic vocabulary
- Using a narrow range of clause and sentence structures, with frequent lapses that impede understanding
- Using some punctuation
- Infrequently using conventional spelling so that understanding is impeded
- Using a narrow range of spoken/signed and nonverbal features:
  - pronunciation, audibility, volume
  - stance, movement.

- Occasionally recognising or shaping representations of people, places, events and concepts in texts
- Occasionally identifying some attitudes and beliefs in texts.
7. Language education

All teachers have a responsibility for language education. For teachers of English Communication, language education should be taught within the context of the overall syllabus rather than as a separate area. Adopting a sociocultural stance to language, as described in the Rationale, requires a view of language education that can make connections between language and contextual features in an effective way. This helps students to develop and use competently a wide variety of language forms.

Such a view of language entails recognising language first as text — that is, as a system of alphabetic and multimodal codes. Secondly, language can be viewed as social process, which incorporates understanding the ways in which language is used in interaction. Finally, language can be seen as social practice, which involves understanding the outcomes of the different ways language is used. These three perspectives are drawn on intuitively, and used simultaneously, but can be treated separately for the purposes of teaching. In this way, the relationships amongst the technical skills, the processes involved and practice can be understood.

It is therefore the specific responsibility of teachers of the course to develop and monitor students’ ability to use the forms of language appropriate to English Communication. This necessitates the teacher being able to explain genres, language choices and effects, as texts are comprehended and composed, through such strategies as helping students to:

- understand the differences between spoken and written language
- understand how concepts are expressed as they learn from texts
- select, sequence and use relevant information for tasks
- understand and apply knowledge of the different generic and linguistic features of texts according to purpose and audience
- draw on a range of strategies during the production of texts
- use and understand technical terms in different contexts and topics
- use correct grammar, spelling and punctuation
- apply reading skills as the students develop the capacity to learn from texts according to purpose and task, e.g. reading to understand, reading to do
- understand distinctions between the language of instruction and the language of assessment.

The effective use of language (written, spoken and symbolic) is integral to these functions. Students should be encouraged to use language effectively for a range of purposes and audiences.
8. Quantitative concepts and skills

Success in dealing with issues and situations in work, community and leisure depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, and measurement
- extract, convert or translate information given in forms, diagrams, maps, graphs or tables
- make use of calculators, computers, phones and fax machines, photocopiers, personal and electronic diaries and other technology used in communication
- use skills or apply concepts within and across other study areas.

In English Communication, students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks as they relate to workplace, community and leisure activities. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within English Communication. Examples might include surveys, spreadsheet design, costing and planning excursions and budgeting.

The distinctive nature of English Communication may require that new mathematical concepts are introduced and new skills are developed to prepare students to cope with the quantitative demands of a specific workplace environment, of their personal lives in the community, or in leisure activities. However, in many cases teachers will be required to encourage the use of quantitative skills and understandings that were developed previously by their students. The ways in which students work with numbers and quantitative concepts can be influenced by their different cultural backgrounds. Within appropriate learning contexts in the strand and experiences in the strand, opportunities are to be provided for the revision, maintenance, and extension of students’ skills and understandings.
9. Educational equity

Equity means fair treatment of all. In developing programs of study from this study area specification, schools are urged to consider the most appropriate means of incorporating the following notions of equity.

Schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources. Teachers should ensure that the particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

The subject matter chosen should include, where appropriate, acknowledgment of the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered when selecting subject matter.

In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

It is desirable that the resource materials chosen recognise and value the contributions of both females and males to society and include the social experiences of both sexes. Resource materials should also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts should be made to identify, investigate and remove barriers to equal opportunity to demonstrate achievement. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment, of particular students.

The variety of assessment techniques in the study plan should allow students of all backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

Teachers may find the following works useful for devising an inclusive work program:

*Guidelines for Assessment Quality and Equity 1996*, Australian Curriculum, Assessment and Certification Authorities. Available through the Queensland Board of Senior Secondary School Studies (QBSSSS), Brisbane.
A Fair Deal: Equity guidelines for developing and reviewing educational resources 1991, Department of Education (Education Queensland), Brisbane.

Access and Equity Policy for the Vocational Education and Training System 1998, Department of Training and Industrial Relations, Queensland, Brisbane.

Policy Statement on Special Consideration 1994, Queensland Board of Senior Secondary School Studies, Brisbane.

Language and Equity: A discussion paper for writers of school-based assessment instruments 1995, Queensland Board of Senior Secondary School Studies, Brisbane.

10. Resources

In implementing programs of study in English Communication, teachers draw upon a wide range of resources including:

- texts produced specifically for older adolescents — popular culture; media and multimedia; hypermedia and emergent technologies
- spoken, written and visual everyday texts from the contexts of work, community and leisure
- reflective texts such as journals, biographies, memoirs, diaries
- scripted drama and drama performed as theatre
- contemporary literature from Australia and other cultures.

Resources may be enhanced by accessing:

- assistance of members of the community
- assistance of other staff with relevant expertise
- physical resources, e.g. local gym, local park
- technology — computer, phone, fax, email
- available part-time work, work experience, work placements, traineeships or apprenticeships.

Between 50 and 70 per cent of resources used in class are to be predominantly spoken/signed and/or visual. Between 30 and 50 per cent of resources are to be predominantly written. This balance will be evident in the assessment plan as indicated in section 6.3.