**Vocational Major Literacy**

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student’s ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency. VM Literacy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences. Assessment in VM Literacy is consistent with this applied learning approach

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| **Unit 1**  **Outcome 1 - Literacy for Personal Use**  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  **Key Knowledge**   * structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports * ways in which purpose, context and audience influence the structure and language of different text types * the way visual and auditory cues, language and other strategies are used to create meaning * plagiarism and its ramifications * the uses of paraphrasing, note taking and summarising * the process of planning, drafting, revising, editing and proofreading both handwritten and digital texts * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.   **Key Skills**   * 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 * identify, through annotations and summaries, the purpose, audience and context of different text types * infer the meaning of content from the context * listen and contribute to small group and whole class discussions * identify reliable sources to be used for research * compare the structure, language and presentation of different text types * evaluate the effectiveness of content in terms of purpose and audience * plan, create, draft, edit and refine a range of individual responses to different text types * apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.   **Outcome 2 – Understanding and creating digital texts**  In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media  **Key Knowledge**   * the structure of different webpages and digital texts * the purpose, audience and types of different digital texts * the differences between digital texts such as webpages, podcasts and social media * the features and importance of digital security * the principles of copyright and the conventions of attribution * safe and respectful practices in the digital world * the etiquette and conventions of small group and whole class discussion, including ways of developing constructive interactions and building on ideas of others in discussion * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.   **Key Skills**   * read, watch, listen to and understand digital texts * plan, create and edit a range of digital texts appropriate to audience and purpose * demonstrate respectful digital interactions * compare and contrast online digital texts * listen and contribute to small group and whole class discussions * critically evaluate the reliability and effectiveness of a range of digital texts * apply the conventions of referencing and acknowledge attribution, where applicable * access and cite information from a variety of sources to create new content, reflecting personal interests or individual pathways   apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. |
| **Unit 2**  **Outcome 1 – Understanding issues and voices**  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.  **Key Knowledge**   * language and visuals used to influence an audience * the elements of oral communication, including eye contact, tone, body language and intonation * how the values and backgrounds of authors and speakers may influence opinions * ways in which bias and perspective can influence authors, speakers and audiences * ways in which different communities engage in debate or discussion * the conventions of discussion and debate, including active listening and questioning * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.   **Key Skills**   * identify the purpose and intended audience of written, spoken and multimedia persuasive and influential texts * identify main ideas and arguments in persuasive and influential content using skills such as note-taking and annotation * identify and explain how language and visuals are used to influence an audience * infer meaning from persuasive and influential content, including being able to identify the connotations of words * compare and contrast how ideas and issues are presented in different persuasive text types * use appropriate evidence to support personal points of view * identify reliable and trustworthy sources for research * listen and participate effectively in small group and whole class discussion * apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling.   **Outcome 2 – Responding to opinions**  In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.  **Key Knowledge**   * the different structures of written, spoken and multimedia persuasive and influential content * language and visuals that contribute to the effectiveness of an argument * the way authors and speakers use logic, reasoning and emotion to influence the audience * the principles of copyright and the conventions of attribution * the elements of oral communication, including eye contact, tone, body language and intonation * the conventions of discussion and debate, including active listening and questioning * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.   **Key Skills**   * draft, revise and edit persuasive responses to issues * identify reliable and trustworthy sources for research * sequence and structure persuasive texts to present a point of view logically * provide evidence and argue a point of view persuasively * present related pieces of information within a text, signalling these connections with appropriate semantic clues * use body language, eye-contact, gestures, pace and intonation appropriately * critically evaluate own work * apply the conventions of referencing and acknowledge attribution, where applicable * listen and participate effectively in small group and whole class discussions * apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. |
| **Unit 3**  **Outcome 1 -** **Accessing and understanding informational, organisational and procedural texts**  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.  **Key Knowledge**   * the structures and features of different texts such as reports, tax forms and advice, insurance forms, community charters and promotional texts * key elements of specific complex texts * the way different organisations, groups and businesses develop their own use of language * the elements of oral communication, including eye contact, tone, body language and intonation * the conventions of discussion, including active listening and questioning * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.   **Key Skills**   * 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 * compare and contrast texts designed for similar purposes, evaluating their effectiveness in delivering information   **Outcome 2 – Creating and responding to organisational, informational or procedural texts**  This area of study focuses 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 Knowledge**   * the structure and language of different organisational, informational and procedural texts * the purpose and intended audience of the text * the characteristics of organisational, informational and procedural texts * elements of oral communication, including eye contact, tone, body language and intonation * the conventions of discussion and debate, including active listening and questioning * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.   **Key Skills**   * explain the purpose and intended audience of instructional, procedural and informational texts * identify where to seek reliable and accurate sources of information * recognise key elements of organisational, informational and procedural texts including table of contents, headings, sub-headings, paragraphs and indexes to locate relevant information * create informative, procedural and instructional content for a chosen organisation or workplace taking into account the audience and purpose * listen and contribute to small group and whole class discussions * apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling. |
| **Unit 4**  **Outcome 1 - Understanding and engaging with literacy for advocacy**  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.  **Key Knowledge**   * the relationship between language choices, audience and purpose * the impact of visual cues and presentation in influencing an audience * elements of oral communication, including eye contact, tone, body language and intonation * the structures and features of different influential and advocational texts, including webpages, brochures and social media * the conventions of discussion, including active listening and questioning * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.   **Key Skills**   * identify the layout, design and structural elements of a variety of written, digital and visual texts * identify appropriate communication techniques for different settings and contexts * 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, considering purpose and the social and workplace values associated with them   **Outcome 2 - Speaking to advise or to advocate**  In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus  **Key Knowledge**   * the elements of oral communication, including eye contact, tone, body language and intonation * the way language choice can influence an audience * the way authors and speakers use logic, reasoning and emotion to influence their audience * the principles of copyright and the conventions of attribution * the conventions of discussion, including active listening and questioning * the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.   **Key Skills**   * sequence and structure oral content to advocate or present advice to an audience * provide evidence to support advice or information presented * present related pieces of information within a text, signalling these connections with appropriate semantic clues * use body language, eye-contact, gestures, pace and intonation appropriately * critically evaluate own work * apply the conventions of referencing and acknowledge attribution, where applicable * listen and contribute to small group and whole class discussions |