



VCAL® provider name: The Salvation Army

VCAL strand: PDS/Literacy/Oracy/Numeracy

VCAL level/unit: Senior Units

Date: May 2017

Overview of the assessment task and the project/theme it is linked to:

Students will through investigation, research and project management develop an understanding of youth homelessness as a social justice issue and develop resources to educate other young people about this topic. They will utilise the resources of The Salvation Army to investigate this issue through guest speakers and presentations. If appropriate/of interest they may also engage with local council or other youth organisations to support their project.

Student roles and responsibilities in relation to the task:

To develop independent research, communication and planning skills. Students are responsible for contacting organisations, schools and liaising with school staff.

Assessment tasks will include; photographic evidence, student work, project management papers, evaluation surveys, minutes of meetings, presentations, debates, students own critical reflections or journal entries & teacher observation.

Level of teacher support:

Teachers will provide feedback as requested by students on the development of project plans and if requested facilitate any workshops/discussion to aid in reflection on understandings.

Is the activity included in this template part of an integrated program?

Yes	No
X	

Please indicate the other VCAL units and learning outcome/s that may be met by this integrated program

	Unit title ¹	Level ²	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Literacy Skills	R/W	S								
Oracy Skills	O/C	S								
Numeracy	NUM	S								
Personal Development Skills	PDS	S U2								
/* Skills for Further Study										

¹ You may abbreviate unit references, e.g. 'R/W' for Literacy Skills – Reading and Writing, 'O/C' for Literacy Skills – Oral Communication or 'U1' for Unit 1.

² You may abbreviate level references, i.e. 'F' for Foundation, 'I' for Intermediate or 'S' for Senior.

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Assessment Template: Personal Development Skills Senior Unit 2

Learning outcome 1

Research a community problem or issue that affects citizens/members in a community.

Task Description:

Organise and attend a Salvos School Tour. Complete independent and group research to develop a report on the causes, statistics and effects of youth homelessness. Present learnings using appropriate information technology.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p>1.1 Identify a range of research methods appropriate for collecting specified information regarding a community problem or issue.</p>	<p>Initial individual/group brainstorm- 'What is youth homelessness?' & 'Where can you gain more information about it?'</p> <p>Investigate the content of Salvos School Tours & how to make a booking.</p> <p>Use a range of research methods e.g. internet, books, guest speakers and videos to create a mind map about the causes, statistics and effects of youth homelessness.</p>	<ul style="list-style-type: none"> • Photographs/notes to record content of brainstorm/ • Copy of email or record of phone inquiry. • Mind-Map on youth homelessness– electronic or handwritten. Developed collectively. • Reliable Resources Page. Individual research record of organisations that provide information on homelessness and specifically youth homelessness.
<p>1.2 Critically analyse a community problem or issue.</p>	<p>Analyse the different ways youth homelessness is presented in the media.</p> <p>View the film or excerpts of 'The Oasis'. View 'Bee's Journey' on Vimeo. Students discuss issues regarding homelessness raised in the film? Read some or all of 'The Simple Gift'.</p>	<ul style="list-style-type: none"> • Create a summary of media stories. Summarise common themes including descriptive words, images used and the reasons cited for youth homelessness. • Think-Pair-Share activity 'How does this text/film compare to your initial understanding of youth homelessness?' Does it

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	Students discuss issues regarding homelessness raised in the text?	<p>provide a suggestion for how to alleviate or reduce youth homelessness?’</p> <ul style="list-style-type: none"> • Personal Reflection/report
1.3	<p>Research potential support or community groups that relate to the community problem or issue.</p> <p>Student contact The Salvation Army to organise a Salvos School Tour or other guest speaker presentation.</p> <p>Create a table of organisations that assist with youth homelessness in Local council area; list services name, services provided and how young people can access services.</p> <p>Contact local council youth department and arrange an interview to discuss youth homelessness services provided by the council.</p>	<ul style="list-style-type: none"> • Keep emails or record of contact with The Salvation Army. • Completed table of youth homelessness services. • Keep records of contact with council include interview notes.
1.4	<p>Report on your findings using appropriate information systems, including information and communications technology.</p> <p>Create a visual/sound/video representation of findings on youth homelessness including local services. This could be in the format of a blog (including photographs, a Prezi or Powerpoint presentation or using basic sound software to create a podcast.</p> <p>3-5 Minute presentation in class that utilises both visual and verbal communication methods.</p>	<ul style="list-style-type: none"> • Hard and soft copy of representation submitted to teacher. Links to online versions if applicable. • Hard and soft copy of presentation. Teacher observation on presentation style, peer and self-evaluation of presentation.

Learning outcome 2

Establish or build on an external partnership to address and/or promote awareness of a community problem or issue.

Task Description: Develop a plan in partnership with a local primary school or the junior levels of their own school and/or local council youth programs to establish an awareness raising campaign or event to raise funds or awareness.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p>2.1 Identify appropriate external partnership opportunities relevant to a specific community problem or issue.</p>	<p>Develop a list of possible external partnerships and reasons for establishing the partnership.</p> <p>Establish a partnership with a primary school and with the local council.</p> <p>Create a list of schools in area and a list of council run youth programs or centres. Identify the most appropriate contact for a campaign/event on youth homelessness.</p> <p>Contact local primary schools and local council/youth program to discuss proposal.</p> <p>Contact The Salvation Army to discuss guest speaker opportunities in primary schools.</p>	<ul style="list-style-type: none"> • List of external partnerships • Statement of Intent. • Copy of list. • Record of contact. • Record of contact. • Record of contact.
<p>2.2 Identify, evaluate and implement a range of strategies to maintain a successful external partnership.</p>	<p>Students identify a range of strategies to maintain an external relationship.</p>	<ul style="list-style-type: none"> • SWOT analysis
<p>2.3 Develop objectives and goals of the external partnership arrangement.</p>	<p>List desired objectives and goals of working with schools or other organisations. Complete a SWOT analysis.</p> <p>Arrange meetings with</p>	<ul style="list-style-type: none"> • Copy of List • Completed SWOT analysis • Meeting minutes, copy of

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	reps from primary schools and from local council to establish details of arrangement.	communication (emails or phone call transcripts) <ul style="list-style-type: none">• A document that defines arrangement.
2.4	Critically evaluate the effectiveness of the established external partnership.	Evaluate how well the partnership between the primary school (& any other organisations) has assisted the project. <ul style="list-style-type: none">• Completed SWOT analysis• Complete Evaluation

Learning outcome 3

Plan, organise and complete a complex community project, utilising project management skills in an autonomous manner.

Task Description: Develop a project plan for an awareness raising campaign or event to help local primary aged students understand youth homelessness.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p>3.1 Develop a project plan, including aims, timelines, and measurable milestones, for a complex community project.</p>	<p>Students research basic project management skills e.g. aims, timelines, milestones. Students complete a project scope and include a timeline for specific tasks. Inclusion of how projects success will be evaluated.</p>	<ul style="list-style-type: none"> • Copy of project scope and a detailed timeline for actions • Written summary of project management skills
<p>3.2 Identify internal and external factors that may impact on desired outcome/s, and plan for possible contingencies.</p>	<p>Students identify the factors both internal and external that will impact on the development of an awareness raising campaign/goals of project – for the team developing it and for the students that it will be delivered to. Consideration of how to reduce impact of factors.</p>	<ul style="list-style-type: none"> • Project group brainstorm on impacting factors (record of this- photos and note) • A table of factors that has been categorised into internal and external factors, avoidable and unavoidable. Including a column to identify possible solutions or ways to reduce the impact.
<p>3.3 Organise, run and minute meetings relating to the project.</p>	<p>Develop a meeting schedule. Students organise, run and record meetings.</p>	<ul style="list-style-type: none"> • Copies of meeting agendas and minutes • Teacher checklist of observations of effectiveness • Students reflections in journal on effectiveness and how to improve meetings
<p>3.4 Actively participate in completion of the project.</p>	<p>Participate in project.</p>	<ul style="list-style-type: none"> • Peer assessment on team members in involvement • Self-assessment and reflection in journal or in a blog/other communications at various stages- evaluating PMI (positive, minus, interesting) of self-involvement.

3.5	Achieve milestones according to agreed timelines.	Achievement of goals.	<ul style="list-style-type: none"> • Copies of meeting minutes, photographs or videos recording achievements • Reports/Work in Progress documents
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Learning outcome 4

Demonstrate effective teamwork skills in relation to a complex community project.

Task Description: Students achieve the aims of the project by working well together to negotiate decisions and manage conflict.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
4.1 Use appropriate negotiation and decision making skills to reach desired outcomes.	Students research negotiation, decision and conflict resolution skills. Project team uses appropriate negotiation and decision making skills to meet project aims.	<ul style="list-style-type: none"> • Analysis and reflection on how decisions for project were made. • Written report on finds from research on negotiations, decision making and conflict resolution skills. • Teacher observation checklist
4.2 Describe and implement conflict management skills.	Students participate in conflict resolution activities. This includes describing and implementing conflict management skills.	<ul style="list-style-type: none"> • Blog entry or written worksheet 1) describing conflict management skills & 2) reflecting on at least 2 incidences of conflict within the projects development and how student approached and resolved conflict • Teacher observation (may provide additionally feedback to guides students own reflections) • Reflect and evaluate own conflict management style
4.3 Understand and demonstrate empathy towards other team members.	Conduct two-three trust or team building exercises with project team.	<ul style="list-style-type: none"> • Blog/Journal reflection on own feelings in relation to others. Compare feelings towards others in these activities to the rest of the project work. • Teacher observations on participation in team building activities

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4.4	Critically reflect on your involvement in the team.	Reflect on involvement in team; consider a PMI or SWOT analysis to guide reflections.	<ul style="list-style-type: none">• Blog/Wiki entry• Journal entry• Teacher checklist of class discussion
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Learning outcome 5

Present and communicate ideas and information relating to the complex community project.

Task Description: Throughout all stages of implementation of project clearly articulate and present the projects aims, goals and achievements. This may be completed through visual presentations, reports & other communications.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
5.1 Select and prepare information to suit project purpose and an audience including community partners.	Students prepare information sheets on the topic of youth homelessness and their proposal to prospective partner primary schools and community groups.	<ul style="list-style-type: none"> • Fact Sheet/s • Proposal Sheets
5.2 Use communication mediums appropriate to the nature and context of the potential user.	Prepare information for primary aged students that suit a variety of learning needs and are appropriate to age group.	<ul style="list-style-type: none"> • Copy of presentations/scripts for Primary Presentations/Workshops
5.3 Use the processes of planning and editing to produce communication products.	For each piece of written information students create; a plan, a draft/s and a final copy.	<ul style="list-style-type: none"> • Copies of plan, draft/s and final product for each written piece • Peer evaluation/review of drafts to guide finalisation
5.4 Use language and tone appropriate to audience and purpose.	Presentations and information is appropriate to the age group and matches the overall purpose of the project.	<ul style="list-style-type: none"> • Evaluation of documentation and presentation by teachers prior to delivery to external partners • Evaluation of presentations/documentation for primary aged students by a teacher/contact at primary school
5.5 Deliver a sustained presentation (10-15 minutes) on the project.	Delivery of a presentation on the overall project including implementation and evaluation.	<ul style="list-style-type: none"> • Copy of presentation • Copy of any handouts provided • Photography or filming of event in hard/soft copy

Assessment Template: Literacy Skills Senior Reading and Writing

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

LEARNING OUTCOME 1

Writing for Self Expression

Write a complex recount, narrative or expressive text

Task Description – Write a recount of the Salvos City Tour		
Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p><i>Writing process</i> a) Use the processes of planning, drafting and editing to produce written texts.</p>	<p>Use notes/statistics provided during the tour to plan your recount.</p> <p>Plan out the structure of text, ideas to be included and opinions on topics. Write at least one draft before editing and creating final piece</p>	<ul style="list-style-type: none"> • Copy of plan • Copy of drafts • Final copy
<p><i>Purpose</i> b) Use language and tone appropriate to text purpose and audience.</p>	<p>Identify the purpose and audience in plan before writing</p> <p>Use appropriate language and tone in final copy to show clear understanding of the content and purpose of the tour.</p>	<ul style="list-style-type: none"> • Final copy to be kept in portfolio
<p><i>Structure</i> c) Organise ideas and information to suit purpose.</p>	<p>Use information from the tour combined with lessons on structure to an appropriate structure for a recount</p> <p>Organise relevant ideas in a logical sequence</p>	<ul style="list-style-type: none"> • Copy of plan • Final copy with drafts to show editing
<p><i>Length/complexity</i> d) Incorporate a range of topics, beliefs, issues or experiences.</p>	<p>Organise ideas into paragraphs</p> <p>Include own opinions, conclusions where appropriate</p>	<ul style="list-style-type: none"> • Copy of plan • Final copy
<p>e) Use literary devices to convey character, setting and/or emotions</p>	<p>Appropriately link paragraphs</p>	<ul style="list-style-type: none"> • Copy of plan • Final copy

	Use complex sentences	
<i>Mechanics</i> f) Spell, punctuate and use grammar with considerable accuracy.	Include use of specialised topic and appropriate language Self-edit through all stages	<ul style="list-style-type: none"> Plans, drafts and final copy

LEARNING OUTCOME 2

Writing for Practical Purposes

Write a complex instructional or transactional text.

Task Description – Research organisations that help people experiencing homelessness. Create a brochure raising awareness about homelessness and providing specific instructions on where to go for help.		
Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<i>Writing process</i> a) Use the processes of planning, drafting and editing to produce written texts.	Plan out the structure of the brochure and ideas to be included Write at least one draft before editing and creating final piece	<ul style="list-style-type: none"> Copy of plan Copy of brainstorming ideas on topic Copy of drafts Final copy
<i>Purpose</i> b) Use language and tone appropriate to text purpose and audience.	Identify the purpose and audience in the plan before writing Use appropriate language and tone in final copy for fellow students	<ul style="list-style-type: none"> Copy of plan Final copy
<i>Structure</i> c) Organise ideas and information to suit purpose	Organise relevant ideas in a logical sequence. Ensure the instructions are in the correct order and are clear to understand.	<ul style="list-style-type: none"> Copy of plan Final copy
<i>Length/complexity</i> d) Present specialist and/or technical knowledge, highlighting features of special note.	Plan ideas to be included in the brochure Provide relevant and reliable information Appropriate referencing of information and resources used.	<ul style="list-style-type: none"> Copy of plan Final Copy
e) Present information accurately, clearly and concisely	Appropriate use of paragraphing Appropriate topics and information provided	<ul style="list-style-type: none"> Copy of plan Final copy

	Brochure instructions flow in logical order	
<i>Mechanics</i> f) Spell, punctuate and use grammar with considerable accuracy.	Self edit through all stages, have the teacher read and edit the final draft.	<ul style="list-style-type: none"> • Final copy of the brochure

LEARNING OUTCOME 3

Writing for Knowledge

Write a complex report, explanatory or expository text.

Task Description – Complete independent and group research to develop a report on the legal rights and government benefits for people experiencing homelessness.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<i>Writing process</i> a) Use the processes of planning, drafting and editing to produce written texts.	<p>Use notes and content from the Salvos School Tours.</p> <p>Use a range of research methods e.g. internet, books, videos to create and plan out the structure of text and ideas to be included in the report</p> <p>Write at least one draft before editing and creating final piece</p>	<ul style="list-style-type: none"> • Copy of plan • Copy of drafts • Final copy
<i>Purpose</i> b) Use language and tone appropriate to text purpose and audience.	<p>Identify the purpose and audience in plan before writing</p> <p>Use appropriate language and tone in final copy</p>	<ul style="list-style-type: none"> • Copy of plan • Final copy
<i>Structure</i> c) Sequence and structure information and ideas logically to suit purpose	<p>Appropriate structure identified in initial plan</p> <p>Use of Headings and Sub Headings. Inclusion of statistics and graphs</p> <p>Appropriate referencing of articles used</p>	<ul style="list-style-type: none"> • Copy of plan • Final copy
<i>Length/complexity</i> d) Present a range of abstract concepts and/or technical facts within a	<p>Plan concepts to be presented</p> <p>Provide relevant and</p>	<ul style="list-style-type: none"> • Copy of plan • Final Copy

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specialist field.	reliable information on youth homelessness. Appropriate referencing of articles used	
e) Present information accurately, clearly and concisely	Appropriate use of paragraphing, topics and information Document flows in logical order	<ul style="list-style-type: none">• Copy of plan• Final copy

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<i>Mechanics</i> f) Spell, punctuate and use grammar with considerable accuracy.	Self edit through all stages	<ul style="list-style-type: none">• Final copy
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LEARNING OUTCOME 4

Writing for Public Debate

Write a complex persuasive, argumentative or discursive text.

Task Description – Choose a topic of contention to do with homelessness. Complete research and interview relevant stakeholders for first-hand knowledge on the issue. Write a persuasive piece.		
Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p><i>Writing process</i> a) Use the processes of planning, drafting and editing to produce written texts.</p>	<p>Plan out the structure of your persuasive piece and ideas to be included.</p> <p>Make notes from interview and other research</p> <p>Write at least one draft before editing and creating final piece</p>	<ul style="list-style-type: none"> • Copy of plan • Copy of brainstorming ideas on topic • Notes from interview • Copy of drafts • Final copy
<p><i>Purpose</i> b) Use language and tone appropriate to text purpose and audience.</p>	<p>Identify the purpose and audience in plan before writing</p> <p>Use appropriate language and tone in final copy</p>	<ul style="list-style-type: none"> • Copy of plan • Final copy
<p><i>Structure</i> c) Organise ideas and information to suit purpose</p>	<p>Create appropriate structure for a persuasive piece</p> <p>Organise relevant ideas in a logical sequence</p> <p>Conclude with opinion</p>	<ul style="list-style-type: none"> • Copy of plan • Final copy
<p><i>Length/complexity</i> d) Present a range of abstract concepts and/or technical facts within a specialist field.</p>	<p>Plan concepts to be presented, ensure the length of the piece is appropriate</p> <p>Provide relevant and reliable information</p> <p>Appropriate referencing of articles used</p>	<ul style="list-style-type: none"> • Copy of plan • Final Copy
<p>e) Present information accurately, clearly and concisely</p>	<p>Appropriate language, topics and information provided</p> <p>Piece flows in logical order</p>	<ul style="list-style-type: none"> • Copy of plan • Final copy

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<i>Mechanics</i> f) Spell, punctuate and use grammar with considerable accuracy.	Work to be edited with assistance from the teacher	<ul style="list-style-type: none">• Final copy
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LEARNING OUTCOME 5

Reading for Self Expression

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

Task Description – Read at least two stories of people who have experienced homelessness. Discuss and evaluate the articles. Provide a written or oral response.		
Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p><i>Purpose</i> a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.</p>	<p>Read multiple stories while researching</p> <p>Create notes on purpose and audience of the text</p>	<ul style="list-style-type: none"> • Notes from research • Final presentation
<p><i>Comprehension</i> b) Identify the fundamental point of view shaping the text and the devices used to present that point of view (for example, characters).</p>	<p>Make notes on point of view and how the point of view comes across</p>	<ul style="list-style-type: none"> • Notes from research • Final presentation
<p><i>Application</i> c) Compare and contrast with other texts.</p>	<p>Make notes on similarities and differences between stories</p> <p>References sources</p>	<ul style="list-style-type: none"> • Notes from research • Final presentation
<p><i>Critique</i> d) Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.</p>	<p>Make notes on what was presented, how it was presented and was it relevant for the audience and purpose</p>	<ul style="list-style-type: none"> • Notes from research • Final presentation

LEARNING OUTCOME 6

Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.

Task Description – Read the following text on how to help the homeless.

<http://www.sbs.com.au/topics/life/culture/article/2017/06/16/whats-best-way-help-homeless-person>

Complete a review and comparison to this second text on how to help the homeless.

<http://www.theage.com.au/victoria/five-things-you-can-do-to-help-the-homeless--today-20150604-ghqr3q.html>

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p><i>Purpose</i> a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.</p>	<p>Create notes on purpose of the text and how the purpose was achieved.</p>	<ul style="list-style-type: none"> Notes from research
<p><i>Comprehension</i> b) Identify the key instructions and any interpretations.</p>	<p>Highlight author interpretation in one colour and relevant information in another on text</p> <p>Create notes on information and interpretation</p>	<ul style="list-style-type: none"> Highlighted documents Notes from research
<p>c) Identify (if any) misleading information in the text.</p>	<p>Highlight in a different colour any information that is misleading</p>	<ul style="list-style-type: none"> Highlighted documents Notes from research
<p><i>Application</i> d) Compare and contrast with other known texts.</p>	<p>Make notes on similarities and differences between texts</p> <p>References sources</p>	<ul style="list-style-type: none"> Notes from research Draft comparison report
<p><i>Critique</i> e) Present an opinion on the text taking into account the content and its effectiveness in relation to the audience and purpose.</p>	<p>Make notes on what was presented, how it was presented and was it relevant for the audience and purpose</p>	<ul style="list-style-type: none"> Notes from research Final report

LEARNING OUTCOME 7

Reading for Knowledge

Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.

Task Description – “Ending Homelessness in Australia” Read two reports about this topic in Australia and compare them – one from a government agency and the other from an NGO.		
Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p><i>Purpose</i> a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.</p>	<p>Read the two texts and create notes on purpose and audience of the text</p>	<ul style="list-style-type: none"> • Notes from research • Keep copies of the two texts
<p><i>Comprehension</i> b) Differentiate between information and interpretation in the text.</p>	<p>Highlight author interpretation in one colour and relevant information in another on text</p> <p>Create notes on information and interpretation</p>	<ul style="list-style-type: none"> • Highlighted documents • Notes from research
<p>c) Extract information relevant to given research task.</p>	<p>Write draft using relevant information from sources</p> <p>Write final report</p>	<ul style="list-style-type: none"> • Highlighted documents • Notes from research • Final copy of report
<p><i>Application</i> d) Compare and contrast with other texts.</p>	<p>Make notes on similarities and differences between texts</p> <p>References sources</p>	<ul style="list-style-type: none"> • Notes from research • Final copy of report
<p><i>Critique</i> e) Analyse the conclusions reached.</p>	<p>Make notes on conclusions from different texts</p> <p>Compare similarities and differences of conclusions and compare to previous knowledge</p>	<ul style="list-style-type: none"> • Notes from research • Final copy of report
<p>f) Present an opinion on the content and effectiveness of the text in relation to the audience</p>	<p>Make notes on what was presented, how it was presented and was it relevant for the audience</p>	<ul style="list-style-type: none"> • Notes from research • Final copy of report

Victorian Certificate of Applied Learning

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LEARNING OUTCOME 8

Reading for Public Debate

Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text

Task Description – From your research into a topic of contention around homelessness. Find and evaluate argumentative pieces for and against the issue.		
Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p><i>Purpose</i> a) Identify the purpose of the text including any inferred purpose and the means used to achieve purpose.</p>	<p>Read and mark on the copy of the text the areas that show the purpose and means of text.</p>	<ul style="list-style-type: none"> • Copy of marked text
<p><i>Comprehension</i> b) Identify the underlying values system implicit in the text.</p>	<p>Makes notes on values demonstrated in the text</p>	<ul style="list-style-type: none"> • Copy of marked text
<p><i>Application</i> c) Compare and contrast with other texts.</p>	<p>Make notes on similarities and differences between texts</p> <p>References sources</p>	<ul style="list-style-type: none"> • Copies of different texts with markings
<p><i>Critique</i> d) Evaluate the arguments and evidence given</p>	<p>In the written response make comment on the effectiveness of the argument and what evidence was provided to persuade the reader.</p>	<ul style="list-style-type: none"> • Notes from research • Written response
<p>e) Present an opinion on the text, taking into account the content and the effectiveness of the text in relation to the audience and purpose.</p>	<p>Make notes on what was presented, how it was presented and was it relevant for the audience and purpose</p> <p>Complete the written response including your own opinion of the text</p>	<ul style="list-style-type: none"> • Notes from research • Written response

Assessment Template: Literacy Skills Senior Oral Communication

LEARNING OUTCOME 1

Oracy for Self Expression

Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.

Task Description – Reflect on your whole experience of studying homelessness. Plan an oral presentation on what you learnt over the journey and if any of your opinions or ideas have changed. Present to class and evaluate peers’ presentations.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
a) Present or participate in a sustained narrative, discussion, recount or anecdote.	Create plan of presentation Oral Presentation to class	<ul style="list-style-type: none"> • Oral presentation to class • Teacher Observations • Peer Evaluations • Self Evaluation
b) Make effective use of verbal and non verbal features of spoken communication including: intonation, eye contact, gesture, pace, pronunciation and projection.	Oral Presentation to class	<ul style="list-style-type: none"> • Oral presentation to class • Teacher Observations • Peer Evaluations • Self Evaluation
c) Demonstrate an understanding of the role of verbal and non-verbal features through critical listening and analysis of other oral presentations	Actively listening to others presentations Completing Peer evaluations	<ul style="list-style-type: none"> • Teacher Observations • Asking questions to peers • Peer Evaluations

LEARNING OUTCOME 2

Oracy for Knowledge

Use and respond to spoken language in sustained informative presentations in different contexts.

Task Description - Plan an oral presentation using the previously developed report on the legal rights and government benefits for people experiencing homelessness.		
Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
a) Plan and deliver a sustained presentation in a group setting using appropriate staging and including open question time if appropriate.	<p>Make notes on what information is to be presented</p> <p>Create visual display to support and prompt you talk</p> <p>Plan what to say, when, tone etc.</p> <p>Deliver presentation, allow time for questions afterwards</p>	<ul style="list-style-type: none"> • Research notes • Hard and soft copy of presentation. • Teacher observation on presentation style, peer and self-evaluation of presentation.
b) Make notes systematically from information presented orally covering key points and supporting information.	<p>Make notes from presentation include key points and information that supports topic</p> <p>Use in final copy of presentation.</p>	<ul style="list-style-type: none"> • Notes from listening to Salvos City Tour Presentation • Hard and soft copy of presentation
c) Evaluate the content and effectiveness of a complex oral text.	<p>Make comments on relevance of content and presentation style</p> <p>Complete peer evaluation</p>	<ul style="list-style-type: none"> • Notes from listening to presentations • Peer Evaluation

LEARNING OUTCOME 3

Oracy for Practical Purposes

Use and respond to spoken language in sustained and complex transactions in different contexts.

Task Description – From previous homelessness research and brochure created. Present to your class detailed instruction on how to help, including resources, and respond to student inquiries upon completion.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
a) Give complex instructions, including difficulties to be avoided, when explaining a procedure to others.	Create presentation on how to help people experiencing homelessness, including avoiding difficulties	<ul style="list-style-type: none"> • Teacher observation on presentation style, peer and self-evaluation of presentation.
b) Respond to a complex inquiry or complaint, giving details of action or explanation of any difficulties	After presentation, allow time for peers and teacher to inquire and handle all questions	<ul style="list-style-type: none"> • Teacher observation on handling questions, peer and self-evaluation of presentation.
c) Evaluate the content and effectiveness of a complex spoken transaction.	Make comments on relevance of content and presentation style Complete peer evaluation	<ul style="list-style-type: none"> • Notes from listening to presentations • Peer Evaluation

LEARNING OUTCOME 4

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 in different contexts.

Task Description – From your research into a topic of contention around homelessness, hold a class debate on the issue.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
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	Participate in class debate Demonstrate your side of the issue and be able to further discuss rebuttals Question opposing side's arguments	<ul style="list-style-type: none"> • Notes from research • Notes from interview • Teacher observation • Peer Evaluation • Self-Evaluation • Debate plan
b) Use spoken language to work in collaboration with others to meet an agreed objective.	Discuss structure of your debate with your team Organise who talk when and what about Create plan of how debate will run	<ul style="list-style-type: none"> • Debate plan • Teacher observations • Peer evaluation • Self Evaluation
c) Evaluate the content and effectiveness of a sustained discussion.	Complete peer evaluation on other teams in class debates	<ul style="list-style-type: none"> • Peer evaluation
d) Demonstrate active listening.	Ask questions to peers after debate Complete peer evaluation	<ul style="list-style-type: none"> • Peer evaluation • Teacher observations

Assessment Template: Numeracy Skills Senior Unit

LEARNING OUTCOME 4

Numeracy for Interpreting Society – Data

Can create, use and interpret tables and graphs, and calculate and use averages, in order to reflect on information of relevance to self, work or community.

Task Description – Refer to website ‘Homelessness Australia’. Table and graph the number of people experiencing homelessness in each state and the percentage difference from previous results, including mean, mode and median. Report your findings.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p>Mathematical knowledge and techniques</p> <p>a) Collect and represent data in graphical form using appropriate scales and axes.</p>	Table and graph the information found from Homelessness Australia.	<ul style="list-style-type: none"> Completed tables and graphs
<p>b) Use whole numbers, percentages, decimals, fractions and ratios found in statistical information in text, tables and graphs.</p>	Decode information presented and transfer it to tables and graphs.	<ul style="list-style-type: none"> Completed tables and graphs
<p>c) Calculate, and interpret the meaning of – mean, median and mode for sets of ungrouped data.</p>	Calculate mean, mode and median of percentage differences from 2006.	<ul style="list-style-type: none"> Mean, mode and median calculations Report of findings
<p>Language</p> <p>d) Use a range of descriptive language of graphs, tables and averages such as maximum, minimum, increasing, decreasing, constant, slope, fluctuating, average, above/below average.</p>	Interpretation of data in report of findings.	<ul style="list-style-type: none"> Report of findings
<p>Interpretation</p> <p>e) Interpret the meaning of data and the accompanying text in terms of personal implications, social consequences, and their validity and accuracy.</p>	Interpretation of data in report of findings.	<ul style="list-style-type: none"> Report of findings

LEARNING OUTCOME 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.

Task Description – Visit website www.smartsheet.com/top-excel-budget-templates and select an appropriate template to work out a budget to survive for one month on Newstart Allowance. Include statistics of average food, rental costs, bills, and percentage of income spent on each etc. Report on your findings.

Element	Activities to demonstrate achievement of elements	Evidence to demonstrate achievement of elements
<p>Mathematical knowledge and techniques a) Determine an appropriate mathematical procedure to solve the problem.</p>	Select an appropriate template to present your monthly budget	<ul style="list-style-type: none"> Final presentation of budget
b) Make a rough estimate to numerical calculations.	Brainstorm an initial estimate of the monthly budget	<ul style="list-style-type: none"> Initial planning notes
c) Select the appropriate arithmetical operation and accurately calculate with large whole numbers, fractions, decimals, percentages, rates and ratios.	Create statistics and ratios on income of people experiencing homelessness	<ul style="list-style-type: none"> Final presentation of statistics
d) Convert between equivalent values for fractions, decimals, percentages and ratios, choosing a form appropriate to the calculation.	Convert your information to display your findings in an appropriate way.	<ul style="list-style-type: none"> Final presentation of statistics
<p>Language e) Read and write decimal numbers such as point two four five, 0.245, two and five thousandths, 2.005.</p>	Use of decimals in budgeting, working out ratios and averages	<ul style="list-style-type: none"> Final presentation of statistics
f) Use appropriately the common words, phrases and symbols for mathematical procedures such as percentage, rate, and arithmetical operations.	Use the correct language in your interpretation of data	<ul style="list-style-type: none"> Interpretation in final report

<p><i>Interpretation</i> g) Check the reasonableness of calculations against initial rough estimates and interpret the meaning of the result in terms of personal and/or social consequences.</p>	<p>Summarise estimates and meaning of data</p>	<ul style="list-style-type: none"> • Interpretation in final report
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