

Rationale

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Structure

The study is made up of 4 units:

Unit 1

This unit will focus on the reading of a range of texts in order to appreciate the ways in which texts are constructed and interpreted. Students will also develop competence and confidence in creating a range of texts.

Unit 2

This unit will focus on reading and responding to an expanded range of text types and genres in order to analyse the ways in which they are constructed and interpreted. Students will also develop competence and confidence in creating a range of texts.

Unit 3

This unit will focus on reading, with students responding both orally and in writing to a number of texts. Students will analyse how authors create meaning and how texts can be interpreted. They will also develop competence in creating their own texts exploring ideas within a set Context.

Unit 4

This unit will focus on reading and responding to a range of texts in order to analyse their construction and provide an interpretative to meaning. Students will also create their own text within a chosen Context and explain the creative choices they have made as authors.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

The individual school will determine levels of achievement.

Unit 3 and 4

School-assessed coursework and examinations.

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- End-of-year examination: 50 %

Contact: Mrs. Penny Quin



FOUNDATION ENGLISH

Rationale

Foundation English is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English Units 1 to 4, and in other VCE studies. Foundation English is a bridging course into VCE. The most likely pathway is for students to complete Foundation English Units 1 & 2 before proceeding into English Units 1 & 2 or English Unit 2, then Units 3 & 4. Many students who select Foundation English either do so as part of their VCAL or if they intend to complete a three year VCE.

NOTE: For the purpose of meeting the English satisfactory completion requirements of the VCE, students will receive credit for no more than two units of VCE English Units 1 & 2 and Foundation English Units 1 & 2.

Aims:

This study is designed to enable students to:

- Strengthen and extend their competence and confidence in using Standard English in meeting the demands of further study, the workplace and their own needs and interests;
- Strengthen and extend their language skills through thinking, reading, writing, speaking and listening;
- Communicate ideas and information effectively using the conventions of written and spoken language;
- Speak and listen in a range of informal and formal settings for different purposes;
- Read a range of texts to construct personal, creative, comparative and critical responses;
- Read accurately to locate, extract, understand, organise and synthesise ideas and information;
- Control the conventions of Standard Australian English in order to edit and proof read their writing to enhance accuracy of expression and clarity of meaning;
- Acquire a vocabulary to talk precisely about language and texts.

Structure:

The Foundation English course is designed around one compulsory area of study, Essentials of English and six optional areas of study from which **one** will be selected for each unit.

**COMPULSORY
AREAS of STUDY**

**ESSENTIALS of
ENGLISH**

**COMPULSORY in
UNITS 1 & 2**

The focus is on developing learning strategies and literacy skills. There are two main components—Reading and Writing.

Unit 1— Two outcomes must be demonstrated:

- Outcome 1: On completion of this unit students should be able to write summaries of short texts.
- Outcome 2: On completion of this unit students should be able to write for a specific purpose for a workplace, personal or community audience.

Unit 2—Two outcomes must be demonstrated:

- Outcome 1: On completion of this unit students should be able to discuss key aspects of a short literacy, everyday or media text, in a written response.
- Outcome 2: On completion of this unit students should be able to write for a range of purposes for workplace, personal or community audiences.

Optional Areas of Study:

One is to be completed in each of Units 1 & 2. Each area has two outcomes to be addressed:

Areas of Study: Communication & the Workplace, Technology & Communication, The Study of Texts, The Analysis and Construction of Argument, Effective Research.

Entry:

Whilst there are no pre-requisites for entry into Units 1&2 students will be counselled as to whether this subject suits their needs. Consultation with the English KLA co-ordinator must occur before a student will be enrolled in this unit.

Assessment:

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Each unit involves at least 50 hours of scheduled classroom instruction.

Levels of Achievement:

The assessment of achievement will be based on students' performance on a selection of assessment tasks such as written reviews, reports, pieces of writing, formal presentations etc; as set by the school.

Contact: Ms. Darlene Steed

