VCAL Literacy and
Numeracy Skills Strand Curriculum Planning Guide

Literacy Skills Units

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VCAL Literacy Skills units

Literacy Skills Foundation Reading and Writing

Unit purpose

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write simple or short texts. Texts will deal mainly with personal and familiar topics but may include some unfamiliar aspects.

At this level students, often with support, use the writing process with an awareness of the purpose and audience of the text.

In reading, students are able to identify the main point of the text, some key details and express an opinion about the text as a whole as well as some of the details.

At the end of the Foundation Reading and Writing unit, students will be able to read and comprehend a range of simple short texts and write a range of short texts in a number of contexts which may be interrelated.

Assessment

To be credited with this unit, students must demonstrate achievement in all eight learning outcomes. All elements in a learning outcome must be met in the one task for students to demonstrate achievement in that outcome. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

Students should have access to:

* a range of assessment tasks/activities
* a learning environment appropriate to the task
* appropriate ICT, including software tools and devices
* support and advice
* communication supports as required, for example, dictionary and personal word lists.

Subject matter may be ‘everyday’ and may include some unfamiliar material.

Learning outcome 1

Writing for Self-expression

Write a simple recount, narrative or expressive text on a familiar subject.

Elements

1. Use simple planning, drafting and editing processes to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure ideas, information and/or events coherently.
4. Write at least one paragraph or equivalent.
5. Spell, punctuate and use grammar sufficiently for the meaning of the text to be understood.

Learning outcome 2

Writing for Practical Purposes

Write a simple instructional or transactional text on a familiar subject.

Elements

1. Use simple planning, drafting and editing processes to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure information and/or ideas coherently.
4. Write at least one paragraph or three to four pieces of information in point form.
5. Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Learning outcome 3

Writing for Knowledge

Write a simple report or explanatory text on a familiar subject.

Elements

1. Use simple planning, drafting and editing processes to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure information and ideas coherently.
4. Write at least one paragraph or equivalent.
5. Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Learning outcome 4

Writing for Public Debate

Write a simple persuasive and/or argumentative text expressing a point of view on a familiar subject.

Elements

1. Use the processes of planning, drafting, editing and evaluation to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure ideas and arguments coherently.
4. Write at least one paragraph or equivalent.
5. Provide supporting evidence, which may be broad or general, for a point of view.
6. Spell, punctuate and use grammar sufficiently for the meaning to be understood.

Learning outcome 5

Reading for Self-expression

Demonstrate that meaning has been gained from reading a simple narrative, recount or expressive text.

Elements

1. Identify the purpose of the text.
2. Identify the main ideas and key descriptive details in the text.
3. Explain the meaning of key words and phrases.
4. Identify similarities/differences between texts on similar subjects or with similar text types.
5. Evaluate and express an opinion on the effectiveness of text.

Learning outcome 6

Reading for Practical Purposes

Demonstrate that meaning has been gained from reading a simple instructional or transactional text.

Elements

1. Identify the purpose of the text.
2. Identify the main ideas and/or key procedures.
3. Explain the meaning of key words and phrases.
4. Identify similarities/differences between texts on similar subjects or with similar text types.
5. Express an opinion on the text or its subject matter.

Learning outcome 7

Reading for Knowledge

Demonstrate that meaning has been gained from reading a simple explanatory or informative text on a familiar subject.

Elements

1. Identify the purpose of the text.
2. Identify the main ideas and key factual data in the text.
3. Explain the meaning of key words and phrases.
4. Identify similarities/differences between texts on similar subjects or with similar text types.
5. Express an opinion on the text or on its subject matter.

Learning outcome 8

Reading for Public Debate

Demonstrate that meaning has been gained from reading a simple persuasive or discursive text on a familiar subject.

Elements

1. Identify the explicit and/or underlying purpose of a text.
2. Identify the main ideas and key information and arguments in the text.
3. Explain the meaning of key words and phrases.
4. Identify similarities/differences between texts on similar subjects or with similar text types.
5. Identify any persuasive devices used in the text.
6. Express own view on the subject or text, giving reasons.

Literacy Skills Foundation Oral Communication

Unit purpose

At the end of this unit, students will be able to use and respond to spoken language about everyday subject matter that may include some unfamiliar aspects, for a range of purposes and in a number of contexts, which may be interrelated.

Assessment

Students must demonstrate achievement in all learning outcomes. Not all elements need to be met in the one assessment task/activity. Elements for one learning outcome can be met:

* in an assessment task/activity individually
* by being integrated with learning outcomes in other strands.

Students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Conditions of assessment

Students will have access to:

* a flexible range of assessment tasks/activities/software tools and devices
* a learning environment appropriate to the task
* support and assistance from learning support officers, teachers, mentors and/or experts.

The subject matter will be ‘everyday’ and may include some unfamiliar aspects. Contexts may be familiar and/or predictable.

Vocabulary may include some that is unknown or unfamiliar.

Students must have a reasonable opportunity to participate in any discussion or activity.

Learning outcome 1

Oracy for Self-expression

Use and respond to spoken language to explore with others story and life experiences.

Elements

1. Participate in or share a short discussion, account or anecdote.
2. Make some use of verbal and non-verbal features of spoken communication, which may include intonation, eye contact, gesture and pace.
3. Begin to recognise the role that verbal and non-verbal features play in conveying meaning in other oral presentations.
4. Reflect and evaluate the effectiveness of spoken language.

Learning outcome 2

Oracy for Knowledge

Use and respond to spoken language that presents information about familiar topics.

Elements

1. Take part in a talk or discussion to provide or elicit information on a familiar topic.
2. Identify key points from a brief informative talk.

Learning outcome 3

Oracy for Practical Purposes

Use and respond to spoken language in short transactions in familiar contexts.

Elements

1. Give instructions, taking into account the needs of the listener.
2. Exchange or obtain goods or services in real or simulated settings.
3. Identify the key instructions in a short oral transaction.
4. Evaluate the effectiveness of language used.

Learning outcome 4

Oracy for Exploring Issues and Problem-solving

Use and respond to spoken language to explore issues or solve problems on a familiar topic.

Elements

1. Express a point of view about an issue and elicit the point of view of another or others.
2. Participate in an oral exchange requiring some negotiation.
3. Demonstrate active listening.

Literacy Skills Intermediate Reading and Writing

Unit purpose

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write a range of texts on everyday subject matters that include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text, taking into account its effectiveness.

At the end of the unit, students will be able to read, comprehend and write a range of texts within a variety of contexts.

Assessment

To be credited with this unit, students must demonstrate achievement in all learning outcomes. All elements in a learning outcome must be met in the one task for a student to demonstrate achievement of that outcome. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

Students will have access to:

* a range of assessment tasks/activities
* a learning environment appropriate to the task
* support and advice
* communication supports as required (for example, dictionary and personal word lists).

Subject matter will be everyday and will include some unfamiliar material.

Learning outcome 1

Writing for Self-expression

Write a recount, narrative or expressive text.

Elements

1. Use the processes of planning, drafting and editing to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure information, ideas and events to suit the purpose.
4. Link several pieces of information within a text rather than treating them as separate units.
5. Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 2

Writing for Practical Purposes

Write an instructional or transactional text.

Elements

1. Use the processes of planning, drafting and editing to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure information and/or ideas logically to suit the purpose.
4. Present several separate pieces of information within a text, including detailed factual descriptions or data.
5. Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 3

Writing for Knowledge

Write a report, explanatory or expository text.

Elements

1. Use the processes of planning, drafting and editing to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure information and ideas logically to suit the purpose.
4. Relate several separate pieces of factual information within a text rather than treating them as separate units and reach a conclusion.
5. Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 4

Writing for Public Debate

Write a persuasive, argumentative or discursive text.

Elements

1. Use the processes of planning, drafting and editing to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure ideas and arguments to suit the purpose.
4. Relate several ideas or pieces of information within a text rather than treating them as separate units.
5. Provide evidence and argue persuasively for a point of view.
6. Spell, punctuate and use grammar with reasonable accuracy.

Learning outcome 5

Reading for Self-expression

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

Elements

1. Identify the purpose of the text, including any inferred purpose.
2. Identify the main ideas and the key words used to express them.
3. Identify the means used by the author to achieve the purpose of the text.
4. Compare or contrast with other texts.
5. Evaluate and express an opinion on the effectiveness of text.

Learning outcome 6

Reading for Practical Purposes

Demonstrate that meaning has been gained from reading an instructional or transactional text.

Elements

1. Identify the purpose of the text, including any inferred purpose.
2. Identify the main ideas and key procedures.
3. Identify the means used by the author to achieve the purpose of the text.
4. Compare or contrast with other texts.
5. Evaluate an express an opinion on the effectiveness of the text.

Learning outcome 7

Reading for Knowledge

Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.

Elements

1. Identify the purpose of the text, including any inferred purpose.
2. Identify the main ideas, supporting ideas and any examples.
3. Identify the means used by the author to achieve the purpose of the text.
4. Compare or contrast with other texts.
5. Evaluate and express an opinion on the effectiveness of the text.

Learning outcome 8

Reading for Public Debate

Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.

Elements

1. Identify the purpose of the text, including any inferred purpose.
2. Identify the means used by the author to achieve the purpose of the text.
3. Identify the main arguments, ideas or suggestions used in the text.
4. Compare or contrast with other texts.
5. Evaluate and express an opinion on the effectiveness of the text.
6. Express own opinion on the subject and give supporting reasons.

Literacy Skills Intermediate Oral Communication

Unit purpose

At the end of this unit, students will be able to use and respond to spoken language, including some unfamiliar material within a variety of contexts.

Assessment

Not all elements have to be met in the one task. Elements for one learning outcome can be met:

* in one assessment task/activity
* individually
* by being integrated with learning outcomes in other strands.

Students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Conditions of assessment

Students will have access to:

* a range of assessment tasks/activities
* a learning environment appropriate to the task
* support if required.

The subject matter will be everyday and will include unfamiliar material. Contexts may be unfamiliar.

Learning outcome 1

Oracy for Self-expression

Use and respond to spoken language to communicate story and life experience.

Elements

1. Share a narrative, recount or anecdote.
2. Make use of verbal and non-verbal features of spoken communication, including intonation, eye contact, gesture, pace and pronunciation.
3. Demonstrate an understanding of the role of verbal and non-verbal features by commenting on the effectiveness of others’ oral presentations.

Learning outcome 2

Oracy for Knowledge

Use and respond to spoken language in informative talks in a range of contexts.

Elements

1. Give an oral presentation answering questions if appropriate.
2. Identify key points and supporting information in an informative talk.
3. Comment on the content and effectiveness of an informative talk.
4. Make systematic notes from a spoken text in a chosen field of knowledge.

Learning outcome 3

Oracy for Practical Purposes

Use and respond to spoken language in instructions and transactions.

Elements

1. Give instructions in several steps.
2. Identify the key points in an oral text that offer support, advice or service.
3. Comment on the content and effectiveness of oral instructions and transactions.

Learning outcome 4

Oracy for Exploring Issues and Problem-solving

Use and respond to spoken language to explore issues or solve problems.

Elements

1. Participate in a group discussion on an issue, responding to and contributing alternative ideas.
2. Use spoken language to identify and work towards solving problems with at least one other person.
3. Comment on the range of ideas presented on an issue in a discussion.
4. Demonstrate active listening.

Literacy Skills Senior Reading and Writing

Unit purpose

The purpose of this unit is to enable students to develop the knowledge, skills and attributes to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, students identify the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text.

At the end of the unit, students will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

Assessment

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. All elements for a learning outcome must be met in the one task for a student to demonstrate achievement in that outcome. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Conditions of assessment

The conditions related to assessment of the learning outcome may differ according to the particular learning environment, mode of delivery and field or topic of study.

Students will have access to:

* a range of assessment tasks/activities
* a learning environment appropriate to the task
* support and advice
* communication supports as required (for example, dictionary and personal word lists).

Subject matter will deal with general situations and some abstract or technical concepts and some unfamiliar material.

Learning outcome 1

Writing for Self-expression

Write a complex recount, narrative or expressive text.

Elements

1. Use the processes of planning, drafting and editing to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Organise ideas and information to suit the purpose.
4. Incorporate a range of topics, beliefs, issues or experiences.
5. Use literary devices to convey character, setting and/or emotions.
6. Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 2

Writing for Practical Purposes

Write a complex instructional or transactional text.

Elements

1. Use the processes of planning, drafting and editing to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Organise information and/or ideas logically to suit the purpose.
4. Present specialist and/or technical knowledge, highlighting features of special note.
5. Present information accurately, clearly and concisely.
6. Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 3

Writing for Knowledge

Write a complex report, explanatory or expository text.

Elements

1. Use the processes of planning, drafting and editing to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Sequence and structure information and ideas logically to suit the purpose.
4. Present a range of abstract concepts and/or technical facts within a specialist field.
5. Present information accurately, clearly and concisely.
6. Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 4

Writing for Public Debate

Write a complex persuasive, argumentative or discursive text.

Elements

1. Use the processes of planning, drafting and editing to produce written texts.
2. Use language and tone appropriate to the text’s purpose and audience.
3. Organise ideas and arguments to suit the purpose.
4. Provide and integrate evidence to support own argument.
5. In an argumentative or discursive text, acknowledge and rebut opposing point(s) of view.
6. Spell, punctuate and use grammar with considerable accuracy.

Learning outcome 5

Reading for Self-expression

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

Elements

1. Identify the purpose of the text, including any inferred purpose and the means used to achieve the purpose.
2. Identify the fundamental point of view shaping the text and the devices used to present that point of view (for example, characters).
3. Compare and contrast with other texts.
4. Present an opinion on the text, taking into account the content and its effectiveness in relation to the audience and purpose.

Learning outcome 6

Reading for Practical Purposes

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

Elements

1. Identify the purpose of the text, including any inferred purpose and the means used to achieve the purpose.
2. Identify the key instructions and any interpretations.
3. Identify (if any) misleading information in the text.
4. Compare and contrast with other known texts.
5. Present an opinion on the text, taking into account the content and its effectiveness in relation to the audience and purpose.

Learning outcome 7

Reading for Knowledge

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

Elements

1. Identify the purpose of the text, including any inferred purpose and the means used to achieve the purpose.
2. Differentiate between information and interpretation in the text.
3. Extract information relevant to given research task.
4. Compare and contrast with other texts.
5. Analyse the conclusions reached.
6. Present an opinion on the content and effectiveness of the text in relation to the audience and purpose.

Learning outcome 8

Reading for Public Debate

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

Elements

1. Identify the purpose of the text, including any inferred purpose and the means used to achieve the purpose.
2. Identify the underlying values system implicit in the text.
3. Compare and contrast with other texts.
4. Evaluate the arguments and evidence given.
5. Present an opinion on the text, taking into account the content and the effectiveness of the text in relation to the audience and purpose.

Literacy Skills Senior Oral Communication

Unit purpose

At the end of this unit, students will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

Assessment

Not all elements have to be all met in the one task. Elements for one learning outcome can be met:

* in one assessment task/activity
* individually
* by being integrated with learning outcomes in other strands.

Students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

Conditions of assessment

Students will have access to:

* a range of assessment tasks/activities
* a learning environment appropriate to the task
* support if required.

The subject matter will deal with general situations and some abstract concepts. Contexts will be unfamiliar, for example:

* vocabulary used will be broad
* the structure of the oral text will be complex and will be characteristic of the text type.

Students must have a reasonable opportunity to participate in any discussion or activity.

Learning outcome 1

Oracy for Self-expression

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

Elements

1. Present or participate in a sustained narrative, discussion, recount or anecdote.
2. Make effective use of verbal and non-verbal features of spoken communication, including intonation, eye contact, gesture, pace, pronunciation and projection.
3. Demonstrate an understanding of the role of verbal and non-verbal features through critical listening and analysis of other oral presentations.

Learning outcome 2

Oracy for Knowledge

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

Elements

1. Plan and deliver a sustained presentation in a group setting, using appropriate staging and including open question time if appropriate.
2. Make notes systematically from information presented orally, covering key points and supporting information.
3. Evaluate the content and effectiveness of a complex oral text.

Learning outcome 3

Oracy for Practical Purposes

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

Elements

1. Give complex instructions, including difficulties to be avoided, when explaining a procedure to others.
2. Respond to a complex inquiry or complaint, giving details of action or explanation of any difficulties.
3. Evaluate the content and effectiveness of a complex spoken transaction.

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.

Elements

1. 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.
2. Use spoken language to work in collaboration with others to meet an agreed objective.
3. Evaluate the content and effectiveness of a sustained discussion.
4. Demonstrate active listening.