



Fundamentals of English

Stage 6

Support Document

1999

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1 Introduction

This support document is designed to assist teachers to implement the *Fundamentals of English Stage 6 Syllabus*. The course is a Preliminary course of study which aims to support students' work in either the English (Standard) course or the English (ESL) course and to assist students to use the English language effectively in their study and for vocational and other purposes.

2 Scope and Sequence

The Fundamentals of English course has a flexible structure with a number of minimum requirements. In designing the course of study teachers should use this flexibility to address the particular needs of their students.

The course may be designed for 120 indicative hours of study or 60 indicative hours of study. The course may be undertaken during year 11 or year 12 or both. Whichever form the course takes, students must achieve some or all of the outcomes to the level required by the school principal.

The 120 indicative hour course must include:

- Module A for a minimum of 24 indicative hours of study,
- at least two other modules for a minimum of 24 indicative hours of study each
- an additional 48 indicative hours of study in the same modules OR in other modules with a minimum of 24 indicative hours each.

Examples of possible patterns of study

1	Module A Module B Module C Module D Module E	24 indicative hours of study 24 indicative hours of study 24 indicative hours of study 24 indicative hours of study 24 indicative hours of study	2	Module A Module B Module C	72 indicative hours of study 24 indicative hours of study 24 indicative hours of study
3	Module A Module B Module C Module E	48 indicative hours of study 24 indicative hours of study 24 indicative hours of study 24 indicative hours of study	4	Module A Module B Module D Module E	36 indicative hours of study 36 indicative hours of study 24 indicative hours of study 24 indicative hours of study

The 60 indicative hour course must include:

- Module A for a minimum of 24 indicative hours of study,
- completion of a minimum of 18 hours drawn from each of two other modules.

An example of a possible pattern of study is:

5	Module A Module B Module E	24 indicative hours of study 18 indicative hours of study 18 indicative hours of study
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3 Outcomes

The support document is designed to demonstrate some ways in which teachers can assist students towards achieving the outcomes of the Fundamentals of English course.

All of the outcomes of this course can be addressed through each of the modules, particularly Module A.

However, teachers will find that some outcomes are more easily addressed through particular modules. This will depend on a number of factors including:

- the needs, interests and abilities of the students
- the content selected for the particular unit or module.

Teachers need to ensure that in undertaking modules that are suited to their needs and interests students have the opportunity to work towards the achievement of all outcomes of the whole course.

Achievement of some or all of the outcomes to the level required by the school principal is necessary for satisfactory completion whether the course is designed for 60 indicative hours of study or 120 indicative hours of study.

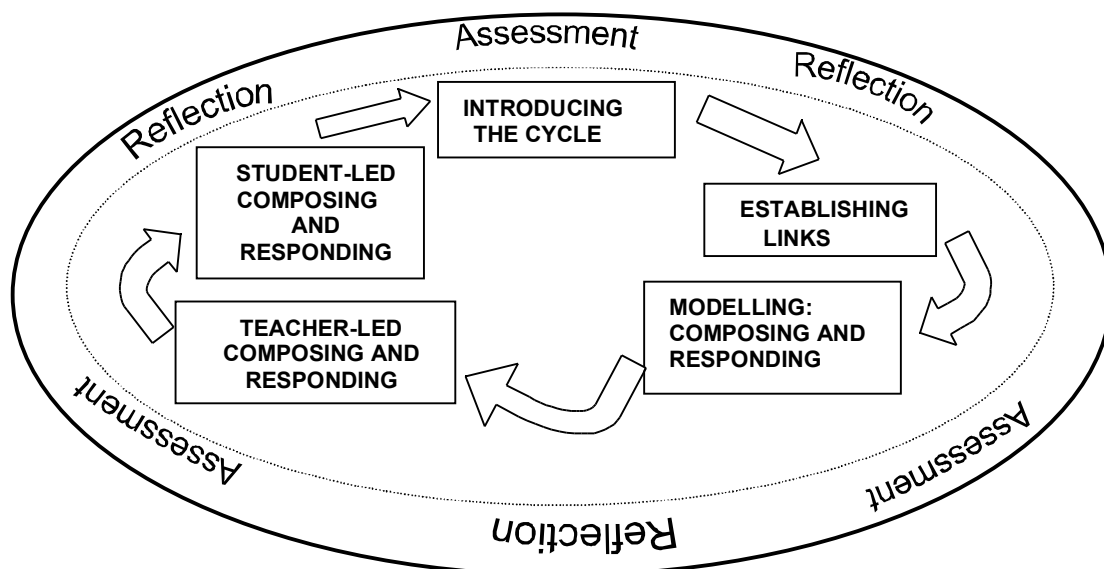
4 The Teaching and Learning Cycle

Presented below is a diagrammatic representation of a teaching and learning cycle that can be used to facilitate the programming of the Fundamentals of English course in your school. The model represents **one possible approach to programming**. It requires explicit teaching of appropriate language forms and features and structures of texts through each phase of the learning cycle.

This approach facilitates student understanding of the nature of meaning and the ways in which meaning is made through the student's response to and composition of texts. It supports students in the composition of their own of texts.

Opportunity is provided for students to reflect on their achievements at each phase, building towards student independence in responding to and composing texts.

Assessment is central to the teaching and learning cycle. This allows the teacher to track the students' developing independence and their readiness to move on to the next phase. Student reflection at each phase of the cycle enhances their developing skills in responding to and composing texts. Teacher reflection on assessment of the students and the teaching and learning within the unit completes the cycle and begins the introduction phase for the next unit or section of work.



In the development of a unit of work, teachers will determine the outcomes that will be the focus of the particular module. They also need to be aware that students may demonstrate levels of achievement of other outcomes through their work in this unit and teachers, as a part of their formative assessment of their students, should document such demonstrations.

Student Reflection

Student reflection occurs at every phase of the cycle and is encouraged through use of journals or logs and reflection on the contract criteria that are detailed in the activities below. It also occurs in the self-assessment and peer assessment that are components at various points in the cycle.

Teacher Assessment

Assessment should monitor students' development and progress towards the outcomes and guide the development of subsequent units of work. It should be designed to allow students to demonstrate what they know and can do (in terms of the outcomes). One of its purposes will be to certify satisfactory completion of the course.

Teacher Reflection

Teacher reflection is directed at using student achievement as the basis of the next unit of work. It also enables assessment of the completed unit of work. It completes the cycle.

5 Phases of the Teaching and Learning Cycle

Phase 1: Introducing the Cycle

In this phase, the teacher ascertains the knowledge, skills and understanding that the students bring with them to the module.

The outcomes for the students and the formal assessment requirements are made explicit and the learning experiences foreshadowed. The role of student reflection is established here.

Phase 2: Establishing Links

In this phase, links are established between the students' prior knowledge, skills and understanding and the specific knowledge, skills and understanding that are required for students to achieve the course outcomes in this unit.

Phase 3: Modelling: Composing and Responding

Students are explicitly taught language forms and features and structures of texts required for the composing that will take place through the unit. The ways in which meaning is composed should be the focus of this phase. It may also require explicit teaching of the technical and/or technological skills students will require in their composing.

Phase 4: Teacher-led Composing and Responding

At this point, the processes of composition to be explored and used in this module have been made explicit. Students' independence in composition is promoted by learning strategies that support them in their choices about, and ability to use, appropriate language forms, features and structures of texts.

Phase 5: Student-led Composing and Responding

Students compose texts independently and present them to appropriate audiences.

Phase 1: INTRODUCING THE CYCLE

Outcomes addressed		
Outcome 1	A student recognises some of the relationships between context and meaning.	
Outcome 2	A student recognises the ways in which changes in context require changes in form.	
Outcome 4	A student develops language appropriate to the field of English.	
Outcome 6	A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.	
Outcome 7	A student interprets texts using key language patterns and structural features.	
Outcome 9	A student uses effective work practices.	
Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
1.3, 1.5, 1.6 2.1, 2.2 4.2 6.2 7.1 9.3	Students articulate and evaluate their existing knowledge and understanding, using <ul style="list-style-type: none"> • brainstorming • expand a sentence activities • mix and match • 'cloze' activities on unit overview with keywords omitted • mind maps. Students record and organise spoken information to set guidelines using organising scaffolds, diagrams, short answers or similar techniques. Students develop awareness of syntactically correct words, appropriate language forms and features.	Assessment of prior knowledge and skills through close observation and evaluation of student performance during learning activities
2.2 6.2, 6.3, 6.5	Teachers and students develop structures for guided journal. Students develop structured overviews. Students respond to current affairs.	Journal entries Impromptu talk

Phase 2: ESTABLISHING LINKS

Outcomes addressed		
Outcome 1	A student recognises some of the relationships between context and meaning.	
Outcome 2	A student recognises the ways in which changes in context require changes in form.	
Outcome 4	A student develops language appropriate to the field of English.	
Outcome 6	A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.	
Outcome 7	A student interprets texts using key language patterns and structural features.	
Outcome 8	A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.	
Outcome 9	A student uses effective work practices.	
Outcome 10	A student understands and uses various and appropriate strategies and styles of learning.	
Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
1.1, 1.2, 1.3, 1.6 2.2 4.2	Teachers use activities such as dictagloss, wide reading, listening and viewing and seven strips to help students to: <ul style="list-style-type: none"> • identify suitable texts or sources of information on a topic • formulate key questions to help identify information from a text • scan topic sentences, paragraphs and chapters of texts for specific information • recognise perspectives in a variety of texts on the same topic. 	Journal entries reflecting on what students have read, heard and seen Comprehension at literal, inferential and hypothetical levels Comprehension through student-generated questions

3.1, 3.2, 3.3, 3.4 8.2 9.1, 9.2	Students develop appropriate research skills in: <ul style="list-style-type: none"> • identifying and evaluating the usefulness of texts which may be obtained <ul style="list-style-type: none"> – from the internet – through library research skills • notetaking, paraphrasing, using quotes • drafting interview questions • identifying people and places as sources of information • developing structured overviews • reading strategies for particular purposes such as skimming, scanning, selecting key information and predicting • identifying organisational features and emphases including repetition, reiteration and main ideas in texts. 	Observation
4.2 8.1	Students develop their own resource lists/bibliographies. Students create questions within their chosen topic as a frame for their response to texts, composition of their own texts and/or investigation. Students negotiate topics and the scope of learning activities with teachers or other adults, engage in transactions and simple negotiations with peers (organising, planning and presenting a group project) and ask for guidance and support from the teacher to accomplish specialised reading tasks.	
5.1, 5.2	Teachers use cloze passages and Directed Reading Thinking Activities to assist students to draw conclusions and make choices and decisions on the basis of information and data gained from various sources.	
6.3, 6.5 9.3	Students identify knowledge and interests of others in small-group discussion. They paraphrase content of short oral texts.	Jigsaw presentation
4.1, 4.3 7.1, 7.2, 7.3, 7.4, 7.5, 7.6	Students create vocabulary banks appropriate to areas of study or investigation (including technical terms).	Barrier game
8.1, 8.2	Students interview familiar members of home or school community to elicit structured responses through a prepared format. Students identify suitable texts or sources of information on a topic. Students select key information for a purpose, rejecting irrelevant and unimportant information. Students record and organise information to set guidelines using graphs, tables, short answers or similar techniques.	Skills checklist, eg use of library catalogue, internet search
2.1, 2.2, 2.3, 10.1, 10.3	Students negotiate forms of presentation, setting up contracts with steps in their investigation process. Students negotiate topics and scope of learning activities with teachers or other adults.	Teacher–student interview on progress in each of the areas

Phase 3: MODELLING: COMPOSING AND RESPONDING

Outcomes addressed	
Outcome 1	A student recognises some of the relationships between context and meaning.
Outcome 2	A student recognises the ways in which changes in context require changes in form.
Outcome 3	A student understands how the responder interacts with text and context to shape meaning.
Outcome 4	A student develops language appropriate to the field of English.
Outcome 5	A student communicates ideas effectively, using appropriate language forms, features and structures.
Outcome 6	A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.
Outcome 7	A student interprets texts using key language patterns and structural features.
Outcome 8	A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.
Outcome 9	A student uses effective work practices.

Outcome 10	A student understands and uses various and appropriate strategies and styles of learning.	
Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
1.2, 1.3, 1.6, 2.3, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5	Teachers model types of texts, modes and media for presentation. Students make comparisons between different texts on the same topic; plan and sequence information for specific types of texts; identify common expository text patterns (description, comparison/contrast, cause/effect, problem/solution); recognise specific language forms and features and structures of a variety of texts.	
2.3, 2.4, 3.1, 3.4, 5.1, 5.2, 6.1, 9.3	Activities help students to make explicit the differences between texts according to audience and purpose through <ul style="list-style-type: none"> • using scaffolding texts • planning and sequencing information for specific types of text • showing understanding of the structure and function of paragraphs (writing a suitable topic sentence for a given paragraph where it has been omitted) • maintaining an appropriate balance between general ideas and supporting details in texts • gleaning information from title, headings and pictures, and using headings and subheadings to help find information. 	Sequencing Identifying stages of selected texts by labelling paragraphs according to purpose and language features
4.1, 4.3, 6.1, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6	Students analyse texts, highlighting key language features individually and in groups. They identify key words and phrases relating to the theme of a text; identify common expository text patterns (description, comparison/contrast, cause/effect, problem/solution); distinguish between main and ancillary ideas and themes in texts.	
8.1, 8.2, 8.3, 9.1, 10.2	Teachers model presentation techniques by <ul style="list-style-type: none"> • using a range of technologies, eg word processing, video production, graphics, desktop publishing, OHT's, use of prompt cards and other aids to speaking, email • using vocabulary appropriate to the purpose including technical terms. 	Skills checklist completed, peer and teacher assessment of ability to use various technologies

Phase 4: TEACHER-LED COMPOSING AND RESPONDING

Outcomes addressed	
Outcome 1	A student recognises some of the relationships between context and meaning.
Outcome 2	A student recognises the ways in which changes in context require changes in form.
Outcome 3	A student understands how the responder interacts with text and context to shape meaning.
Outcome 5	A student communicates ideas effectively using appropriate language forms, features and structures.
Outcome 6	A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.
Outcome 8	A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.
Outcome 9	A student uses effective work practices.
Outcome 10	A student understands and uses various and appropriate strategies and styles of learning.
Outcome 11	A student reflects on and assesses own processes of responding and composing.

Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
1.2, 1.5, 1.6, 8.1	<p>Students:</p> <ul style="list-style-type: none"> • make notes • scan words or sentences to locate key information in texts (eg by focusing on first and last sentence of a paragraph in expository text) • identify key words and phrases relating to the theme of the text • collect, organise, analyse and represent information from a text according to guidelines (eg in diagram, flow chart, graph) • synthesise texts from different sources in different ways for different purposes • incorporate information from another source into own writing (copying, paraphrasing) • make reference to other sources in texts using quotation and reference • distinguish between what a text says and what it means (denotation/connotation). 	
8.2 9.3	Students make judgments about different texts on the same topic drawing conclusions and make choices and decisions on the basis of information gained from various texts.	Oral and/or written reflection on progress of investigation
2.3, 2.4 3.3, 8.3	<p>Students use scaffolds to compose texts for specific purposes using a range of materials selected in investigation and exercising their synthesising skills.</p> <p>Students plan and sequence information for specific types of text; incorporate information from other texts into their own compositions; make reference to other sources using quotations.</p> <p>Students maintain an appropriate balance between general ideas and supporting details in text. They apply standard conventions to composing using vocabulary appropriate to the purpose.</p>	
5.1, 5.3, 5.5, 6.3, 6.4, 10.2, 10.3, 11.3	<p>Students compose texts, incorporating information from different sources, in the chosen medium, by</p> <ul style="list-style-type: none"> • drafting, revising, editing, proofreading, rewriting • drawing conclusions, making choices and decisions from information and data from different sources. 	
6.5 9.3 11.1, 11.2, 11.4	Students engage in conferencing and peer editing of compositions. They contribute to group activities through setting and clarifying goals, negotiating and accepting roles, concerns and procedures. They engage in effective proofreading and rewriting after evaluation of responses.	<p>Self-assessment of progress using investigation plan checklist.</p> <p>Teacher conferencing using journal.</p> <p>Peer conferencing using investigation plan.</p>

Phase 5: STUDENT-LED COMPOSING AND RESPONDING

Outcomes addressed		
Outcome 2	A student recognises the ways in which changes in context require changes in form.	
Outcome 5	A student communicates ideas effectively using appropriate language forms, features and structures.	
Outcome 11	A student reflects on and assesses own processes of responding and composing.	
Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
2.1, 2.2, 2.3, 5.3	Students produce their final draft by revising text beyond word or phrase level, eg restructuring paragraphs.	
11.5	Students submit and/or present their composition in chosen mode form and medium, including <ul style="list-style-type: none"> • rehearsing and modifying presentations to enhance fluency, accuracy and communication • evaluating their own communication against given criteria. 	Submission of research diary/learning log

6 Some Sound Practices for Assessment

Assessment programs should:

- address and employ the range of modes over the course, noting that particular modes may be better suited to particular modules
- adopt a variety of strategies
- reflect learning strategies that have been the focus of the unit
- allow students to demonstrate desired knowledge, skills and understanding
- use modes appropriate to the demonstration of learning outcomes
- identify for students the outcomes being assessed and the marking criteria.

Any assessment tasks may:

- address a range of outcomes
- address and employ a range of modes
- be marked analytically or holistically, based on selected criteria
- be marked according to guidelines developed from selected criteria.

7 Model Unit Based on Module D – Investigative Skills

This lesson sequence takes as its starting point an issue for investigation from an Area of Study. The Area of Study is *Identity* and the chosen focus is *Identity and Conformity*. The focus text is *The Crucible* by Arthur Miller. The research focus is ‘the causes and consequences of the persecution of individuals’. The context may be historical or contemporary.

Teachers begin constructing this unit by selecting particular outcomes from the syllabus towards which the teaching and learning will be directed. Learning activities will then be mapped against the developmental sequence of the teaching and learning cycle.

The unit works towards a seminar-style presentation and the composition of a written report.

Phase 1: INTRODUCING THE LEARNING

Outcomes addressed		
Outcome 1	A student recognises some of the relationships between context and meaning.	
Outcome 4	A student develops language appropriate to the field of English.	
Outcome 6	A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.	
Outcome 7	A student interprets texts using key language patterns and structural features.	
Outcome 9	A student uses effective work practices.	
Outcome 10	A student understands and uses various and appropriate strategies and styles of learning.	
Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
1.3, 1.5, 1.6 4.2 7.1	<p>Students are presented with an overview of the unit as a cloze activity. Keywords in the unit are removed from the text and students match them to definitions provided.</p> <p>Students articulate and evaluate their existing knowledge and understanding of persecution.</p> <p>Students in small groups are allocated a historical example of persecution. A library and internet search of all available sources on this example is undertaken and a resource list is generated. A home task is to locate sources outside of the school and add these to the resource list. These findings are shared with, and evaluated by, the whole class. Draft criteria for assessing reliability can begin to be generated during this process.</p> <p>Students record and organise spoken information to set guidelines using organising scaffolds, diagrams, short answers or similar techniques. They develop awareness of syntactically correct words, appropriate language forms and features.</p>	<p>Assess prior knowledge and/or skills through:</p> <ul style="list-style-type: none"> – mind maps – cloze passages with keywords – structured overviews
6.3 10.1, 10.2	Students begin a journal or log in order to reflect upon their learning, guided by specific requirements and criteria that are focused on research and learning processes and their understanding of persecution.	Journal entries
9.1, 9.3	Routines for short oral reflections with a partner or group are established.	Impromptu talk

Phase 2: ESTABLISHING LINKS

Outcomes addressed		
Outcome 1	A student recognises some of the relationships between context and meaning.	
Outcome 4	A student develops language appropriate to the field of English.	
Outcome 8	A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.	
Outcome 9	A student uses effective work practices.	
Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
1.1, 1.2 8.1	Students browse the resources and decide on examples of persecution to be researched. They explain their reasons for the choices in their learning journal. Students use oral reflection to share their thoughts and understanding. They identify suitable texts or sources of information on a topic; formulate key questions to help identify information from a text; scan topic sentences, paragraphs and chapters of texts for specific information; recognise perspectives in a variety of texts on the same topic.	Journal entries Impromptu talk
4.1, 4.2 9.1	Teacher and students negotiate criteria for the final assessment for both oral presentation and written report. Students and teacher develop an investigation plan outlining skills, knowledge and support required to complete the tasks. This includes negotiation of their focus on persecution and scope of learning activities; engagement in transactions and simple negotiations with peers (organising, planning and presenting a group project); asking for guidance and support from the teacher to accomplish specialised reading tasks.	Generation of assessment criteria for oral and written tasks

Phase 3: MODELLING: COMPOSING AND RESPONDING

Outcomes addressed		
Outcome 1	A student recognises some of the relationships between context and meaning.	
Outcome 4	A student develops language appropriate to the field of English.	
Outcome 5	A student communicates ideas effectively using appropriate language forms, features and structures.	
Outcome 9	A student uses effective work practices.	
Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
1.1, 1.2, 1.3, 5.1, 5.2	Teachers provide students with model texts (written, spoken, visual or a combination). Students analyse the texts identifying the structures, key features, viewpoint, social purpose, context and other elements. Teachers provide specific teaching of technical features of both the oral presentation and written report. These may include questioning techniques, rhetorical techniques, word processing and formatting techniques and other features. Students make comparison between different texts on the same topic; and plan and sequence information for specific types of texts. They identify common expository text patterns (description, comparison and contrast, cause and effect, problem and solution); recognise specific language forms and features and structures of a variety of texts.	Composition of short pieces demonstrating listed elements. informal discussion of compared texts and of language forms, features and structures of individual texts. Exercises on short unseen passages identifying listed elements.

<p>4.1, 4.2 9.3</p>	<p>Students form a work group with peers and share progress of their investigations in small group discussion. Using investigation plan, students give short oral report to the class on the progress of another student's research. During this phase, lessons are allocated to the library and other research. Students refine and add to their resource list, creating a bibliography (the forms and features of which, including classification skills, are explicitly taught). Students develop and draft research questions specific to their subject. Scientific method and other research structures can be explicitly taught.</p> <p>Students plan and sequence information for specific types of text; show understanding of the structure and function of paragraphs (write a suitable topic sentence for a given paragraph where it has been omitted; maintain an appropriate balance between general ideas and supporting details in texts; glean information from title, headings and pictures, and use headings and subheadings to help find information; identify key words and phrases relating to the theme of a text; identify common expository text patterns (description, comparison and contrast, cause and effect, problem and solution); distinguish between main and ancillary ideas and themes in texts; use vocabulary appropriate to the purpose including technical terms.</p>	<p>Sequencing</p> <p>Identifying stages of selected texts by labelling paragraphs according to purpose and language features</p>
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Phase 4: TEACHER-LED COMPOSING AND RESPONDING

Outcomes addressed		
Outcome 1	A student recognises some of the relationships between context and meaning.	
Outcome 2	A student recognises the ways in which changes in context require changes in form.	
Outcome 3	A student understands how the responder interacts with text and context to shape meaning.	
Outcome 6	A student responds to and composes texts for a range of purposes and audiences, in various forms, modes and media.	
Outcome 8	A student uses a range of appropriate processes and technologies to investigate, organise and clarify ideas.	
Outcome 9	A student uses effective work practices.	
Outcome 11	A student reflects on and assesses own processes of responding and composing.	
Content in Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
1.2, 1.5, 1.6, 8.1	<p>Teachers provide a scaffold which asks students to identify, where appropriate, author/composer, publisher, date of publication. The scaffold might also require a brief synopsis, focus questions with answers drawn from text, quotations to be used as evidence for conclusions drawn in presentation. Students submit final resource list with a short explanation of the relevance of each text to the issue of persecution, using the scaffold.</p> <p>Students scan words or sentences to locate key information in texts (focus on first and last sentence of a paragraph in expository text); identify key words and phrases relating to the theme of the text; collect, organise, analyse and represent information from a text according to guidelines (eg diagram, flow chart, graph).</p>	

3.3 8.3	Teachers provide scaffolds for oral presentation and written report. Students begin organising and selecting text to be included in these scaffolds. Students begin synthesising text from different sources. Students incorporate information from another source into own writing (copying, paraphrasing); make reference to other sources in texts (using quotations and references); distinguish between what a text says and what it means (denotation/connotation).	Oral and/or written reflection on progress of investigation
2.3, 2.4 6.3 6.4	Students begin drafting composition in chosen medium. Students write a report incorporating information from different sources, drafting revising, editing, proofreading, rewriting, drawing conclusions and making choices and decisions from information and data from different sources.	
6.5 9.3 11.1, 11.2, 11.4	Students discuss and edit compositions with work group and teachers. Students contribute to group activities through setting and clarifying goals, negotiating and accepting roles, concerns and procedures. They engage in effective proofreading and rewriting after evaluation of responses.	Self-assessment of progress using investigation plan checklist and assessment criteria. Teacher conferencing using journal. Peer conferencing using investigation plan and assessment criteria.

Phase 5: STUDENT-LED COMPOSING AND RESPONDING

Outcomes addressed		
Outcome 2	A student recognises the ways in which changes in context require changes in form.	
Outcome 11	A student reflects on and assesses own processes of responding and composing.	
Content from Syllabus	Teaching strategies and learning activities including language skills and activities	Assessment
2.1, 2.2,	Students complete final draft and presentation at seminar. They submit written report after time allocated to refine drafts. This includes revision of text beyond word or phrase level, eg restructuring paragraphs. Students rehearse and modify presentations to enhance fluency, accuracy and communication. They evaluate own communication against given criteria.	Assessment of seminar and written report according to criteria
11.5	Students submit learning journal.	Interview assessing with self-assessment of investigation skills acquired.
Teacher Reflection: This unit of work could lead onto a unit in Module A.		

8 Notes Towards Other Modules

The Fundamentals of English course involves the development of students as independent self-directed and confident learners. It is important that they are given opportunities to engage with and negotiate aspects of the course of study such as:

- assessment criteria
- work contracts
- research criteria
- the content and procedures of the unit.

Planning for all units of work should begin with a consideration of:

- students' particular needs and interests
- the specific outcomes to be addressed in the unit of work, and
- in the case of Module A, the Standard or ESL course outcomes.

Teachers need to take account of the methods of assessment of the outcomes and the progression of teaching and learning activities towards this assessment.

Module A: Area of Study

In designing units of work for this module, reference must be made to the Area of Study details contained in the syllabus – Standard (pp 26, 32) or ESL (pp 63, 72-73). Reference should also be made to the Board of Studies' Area of Study support document.

Students undertaking the Fundamentals of English course may need particular assistance in analysing and discussing the relationships between texts and in engaging in the processes of synthesising texts, which are key aspects of the work in the Area of Study. The teaching and learning model outlined above allows these skills to be explicitly taught at a number of appropriate points in the cycle.

Generally for the whole course, but particularly within this module, teaching and learning activities should focus on how meaning is created and shaped in texts, influences on meaning and the ways texts make meaning. The necessary skills, knowledge and understanding should be incorporated into students' own composing processes.

It is important that units of work focus on the knowledge, skills and understanding required for students undertaking the Area of Study or the Language Study within the Area of Study, without duplicating the form of an Area of Study.

Module B: Oral Communication Skills

In designing units of work for this module, teachers should identify the individual needs of their students across a range of contexts, including both formal and informal situations. These contexts will include those encountered by the students at school, in the workplace, and in other areas of their lives.

The focus of this module is on the development of students' skills, knowledge and understanding in responding to and composing texts through effective speaking and listening. The oral mode also allows students to have opportunities to reflect upon and assess their own learning styles and strategies, as well as their processes of responding and composing.

In order that students may develop increasing confidence and independence as speakers and listeners, it is essential that they undertake a wide variety of activities in a range of contexts. Students must be supported in these activities by the provision of suitable model texts, accompanied by the explicit teaching of the language forms, features and structures of these texts. The processes and technologies students may be required to use during the unit are explicitly taught.

Possible activities to be undertaken by students include:

- listening for key information
- recording and organising spoken information to set guidelines
- formulating predictions and key questions from spoken texts
- considering the role of listening in the making of meaning in and through a range of texts that use multiple modes, including film
- reflecting upon the kinds of listening and speaking they undertake, with attention to verbal and nonverbal cues such as tone and body language
- participating in pair and group discussions
- interviews with peers, teachers, and other adults
- drama activities, including role-play
- short, impromptu talks
- formal, prepared presentations for a range of purposes and audiences
- debates.

Module C: Writing for Study

In designing units of work within this module teachers should consider the dual aspects of learning to write and writing to learn.

The aspect of learning to write could be addressed by exploring the various language forms and features and the structures of texts required by various subjects at Stage 6. In doing this, students would engage with a number of course outcomes dealing with the relationships between texts, how texts mean, and the effect of context. They might also consider aspects of writing in other learning contexts, including the workplace.

In addressing the aspect of writing to learn, students could consider the ways in which their writing process (and other writing processes) create new knowledge and understanding as well as new texts, through synthesising and developing connections between texts.

Module E: Workplace Communication

In designing units of work within this module teachers should focus, in the *Introducing the Module* phase, on the opportunities presented by their students' experience of the workplace.

Reference should be made, in designing the units of work, to Section 14 of the syllabus, the HSC/TAFE Credit Transfer book, the Board of Studies support document on credit transfer and the National Communication Skills modules.

Teachers can look to the support document and the NCS modules for examples of the types of texts, processes and skills they can incorporate into their units for this Module.

9 Glossary

Barrier game: a communicative or collaborative activity in which students work in pairs across a physical barrier. Student A is the information possessor and Student B is the information seeker. The information, which may be in the form of description, instruction, procedure or question, is sought through questioning.

Cloze: an activity in which specific parts of a text such as key terms or particular words are covered or deleted and students complete the text using the cues provided.

Comprehension (literal, inferential, hypothetical/applied): literal comprehension is the understanding of what is written or said in a text; inferential comprehension is the understanding of what is meant without it having been actually written or said; hypothetical or applied comprehension is the understanding of the view of the world or the ideology represented in a text.

Contract: an agreement made between a student — or a group of students — and their teacher about work to be completed, how it is to be completed and when.

Dictagloss: a type of dictation in which the teacher reads a short piece aloud at normal pace. The students write down only key words or phrases. The teacher then rereads the text. Working in groups, students reconstruct the passage as they heard it. The students' version may then be compared with the original version.

DRTA (Directed Reading Thinking Activities): A series of directing questions which lead students into varied perspectives on, and varied ways of, reading a particular text.

Jigsaw: a small group activity. Students are first placed in a 'home group'. The students are then allocated a different 'task group'. The 'task groups', composed of one member of each 'home group', are each set a different task to complete, such as to read about and discuss a particular issue or question relevant to the topic being studied. Having completed this task, the students return to their 'home group'. In turn, they present the ideas or answers generated by their 'task group' to the other students in their 'home group'.

Journal writing: reflective writing by students about their own understanding and experiences. It may be guided by a series of questions or issues to be considered. Routines may be established to use the journal as a Learning Log, in which students reflect upon their developing knowledge, skills and understanding at the end of an activity or lesson.

Know/Don't Know: Individually, in groups or in whole class, students create a list of what is known on a particular topic. A further list is then generated of what is not known about the topic. Brainstorming rules are applied so that no idea is rejected. An evaluation is made of both lists to find which items are worth investigating (because insufficient is known or because the not known is important).

Mind map: a visual representation of a topic, usually generated from brainstorming, which features keywords along with visual representations in the form of pictures or symbols.

Mix and match: the matching of definitions to key terms and/or examples.

Modelling: the explicit teaching of the language forms, features and structures of specific types of texts, as well as the processes involved in presenting texts in a range of modes and media.

Peer assessment: the assessment of an individual's developing skills, knowledge and understanding by a fellow student or students. Assessment criteria will need to have been negotiated with the students and explicit teaching, including modelling, of appropriate ways of providing feedback will need to have been provided before this assessment strategy is implemented.

Scaffolds: a supporting organiser in the form of a proforma delineating the structural features of specific types of texts, which will assist students in their composing of oral and written texts.

Scanning: reading a text quickly to locate specific information or keywords.

Seven strips: summarising a text by identifying the seven key points or pieces of information. Students are provided with seven strips of paper: one for each point. The activity may be completed individually, in pairs or groups with the students being required to present their summaries and justify their decisions.

Skimming: reading a text quickly to gain a general understanding of its content.

Structured overviews: an organising scaffold for student's research and composing.

Vocabulary banks: lists of key words and terms generated from research, investigation or discussion, that are recorded by the teacher and/or students for easy reference and use by the students in their own composing.