



ESL315109, TQA LEVEL 3, SIZE VALUE = 15

THE COURSE DOCUMENT

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LEARNING STATEMENT

This course caters for the needs of students for whom English is a second or subsequent language. It aims to develop the thinking and language skills which will allow students to communicate effectively in Standard Australian English and to participate fully in all aspects of life in Australia, including further education.

Through studying courses derived from this course, it is expected that students will develop their communication skills in the Interpersonal, Informational and Aesthetic strands of language use. The Interpersonal strand focuses on interpersonal relationships and exchanges, the Informational strand focuses on acquiring and processing information from public sources, and the Aesthetic strand focuses on creative and imaginative uses of language.

Students will develop their skills in thinking, listening, speaking, reading, viewing and writing through the three strands of language use in order to use the English language with fluency, accuracy and appropriateness.

The objectives of this course are that students will be able to:

Interpersonal strand

- establish and maintain relationships and discuss topics of interest through, for example, the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans;
- participate in social interaction such as solving a problem, making arrangements, making decisions with others, and obtaining and providing goods, services and public information.

Students talk and write about personal experiences, plans, and topics of personal interest. They engage in pair and group discussions, arrange interviews and appointments, exchange and justify opinions and negotiate work contracts and choices of themes, texts and topics.

Informational strand

- obtain, process and use specific or general information from a spoken or written text;
- give information in spoken or written form, such as a talk, an essay or a set of instructions.

Students obtain, summarise, analyse and evaluate information from various sources. They respond to factual information in oral, written and multi-media forms.

Aesthetic strand:

- listen to, read, view and respond personally to an aesthetic work such as a story, play, film, song, poem or picture;
- be involved in spoken or written personal expression such as creating a story, dramatic episode, poem or play.

Students respond to aesthetic works critically and creatively in oral, written and multi-media forms.

COURSE SIZE AND COMPLEXITY

This course has been assessed as having a complexity level of TQA level 3.

At TQA level 3, the student is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgment when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. TQA level 3 is a standard suitable to prepare students for further study at the tertiary level. It is an approximate match to Tasmanian Certificate of Education (TCE) level 5 courses and VET competencies at this level are often those characteristic of an AQF Certificate III.

The TQA level 3 course has a size value of 15 (150 hours design-time).

ACCESS

To receive a subject score on this course for tertiary entrance purposes, a student must be someone:

1. for whom English is a second language or an additional language;
- and
2. who has had no more than a total of five years of formal education in a school where English is the major language of instruction;
- and
3. who has been resident in Australia for no more than five calendar years immediately before January 1 of the year in which this course is to be taken.

COURSE DESCRIPTION

This course enables students to develop their English language skills in the Interpersonal, Informational and Aesthetic strands. These strands of language use are developed through the study of issues arising from a minimum of three selected topics and through the study of literature for the further development of language competency. The course also provides students with research and study skills to equip them for learning across the curriculum and for future needs.

COURSE OUTLINE

Students will develop listening, speaking, reading and writing competence, and skills in critical thinking, including critical literacy. Activities will be linked to the objectives of the course and will engage students in language use across the Interpersonal, Informational and Aesthetic strands.

English language will be developed through a topic-based course of study. This will draw from the three strands and will allow for the exploration of issues, the study of literature and the development of study skills.

TOPICS

Students will develop language competence, cultural understandings and skills in critical thinking, through the study of issues arising from a number of topics. The activities chosen will be linked to the objectives of the course and will engage the students in language use across the three strands.

A minimum of three topics will be studied. Students will bring a range of experiences and understanding to their learning and topics selected will be responsive to students' needs, which are influenced by gender, cultural background, past experiences, age, expectations, personal goals and other factors.

Examples of inquiry questions which may be generated include:

- What is good health?
- When are laws fair?
- What is a good school?

TEXTS

Language competence, and skills in critical thinking and critical literacy, will be further developed through the study of texts, including literary texts, and issues arising from those texts. Again, the activities chosen will be linked to the objectives of the course and will engage the students in language use across the three strands. All students will engage specifically with literature through the Aesthetic strand.

The study of texts will support the in-depth study of topics and their associated issues.

Texts selected will represent more than one genre and will allow students to respond to, analyse and create texts. A list of recommended literary texts is provided by the TQA in the Course Guide.

RESEARCH FOLIO

The range of activities covered across the strands will provide many opportunities for students to develop study skills.

A research folio will be created. It provides a specific opportunity for the acquisition and demonstration of study skills. It allows for the assessment of process criteria as well as those criteria which focus on assessment of the product.

Students will produce a research paper of 1500-2000 words. They will also produce four shorter pieces of related writing, of different text types and totalling no more than 1200 words. This research folio forms the basis of the discussion during the oral examination.

Study skills to be developed include acquiring, recording, analysing, evaluating and presenting information.

GRAMMAR

Linguistic structures and features will most usefully be dealt with as they arise from language activities across the three strands. Emphasis will be given to the development of fluency, accuracy, and appropriateness, according to the student's level of development.

ASSESSMENT

Criterion-based assessment is a form of outcomes assessment which identifies the extent of student achievement at an appropriate end-point of study. Although assessment in the classroom is continuous, much of it is formative, and is done to help students identify what they need to do to attain the maximum benefit from their study of the syllabus. Therefore, assessment for summative TCE reporting should focus on what both teacher and student understand to reflect end-point achievement.

The primary audience for assessment is the student and the teacher, but may also include parents when appropriate.

The standard of achievement each student attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a student demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. The 't' notation is not described in course standards.

A 'z' notation is to be used where a student provides no evidence of achievement at all.

Providers offering this course must participate in the quality assurance processes as specified by the Tasmanian Qualifications Authority to ensure provider validity and comparability of standards across all awards. Further information on quality assurance processes, as well as on assessment, is available in the TQA Senior Secondary Handbook or on the website at <http://www.tqa.tas.gov.au>.

Internal assessment of all assessment criteria will be made by the school. Schools will report the student's rating for each criterion to the Tasmanian Qualifications Authority.

The Tasmanian Qualifications Authority will supervise the external assessment of designated criteria (*). The ratings obtained from the external assessments will be used in addition to those provided from the school to determine the final award.

QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualification.

Process – the Authority gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

EXTERNAL ASSESSMENT REQUIREMENTS

The external assessment consists of:

- an oral examination
- a written examination

Dictionaries will not be allowed in any section of either examination

ORAL EXAMINATION

Approximately 10-12 minutes

The oral examination is based on the research folio which students will have prepared during the year. More information is provided in the EXTERNAL ASSESSMENT GUIDELINES: ORAL EXAMINATION. The oral examination assesses criterion 2.

WRITTEN EXAMINATION

Three hours

This comprises a two hour written examination which assesses criteria 3, 4 and 6 followed by an aural examination of not more than one hour which assesses criterion 1.

CRITERIA

The assessment for English as a Second Language TQA level 3 will be based upon the degree to which the student can:

- 1.* demonstrate understanding of spoken texts;
- 2.* communicate orally;
- 3.* demonstrate understanding of written texts;
- 4.* communicate in writing;
5. vary form and style of writing to suit a wide range of purposes and audiences;
- 6.* demonstrate an appreciation of texts, including literary texts;
7. collect and categorise information;
8. plan, organise and complete activities;
9. work constructively with others;
10. examine and resolve issues.

* = externally assessed criteria

STANDARDS

CRITERION 1 DEMONSTRATE UNDERSTANDING OF SPOKEN TEXTS

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> use written text to record and interpret complex ideas and information from viewed or spoken text; show an increasing level of understanding of more complex viewed or spoken text through oral interaction. 	<p>The learner can:</p> <ul style="list-style-type: none"> use written text to accurately record and interpret complex ideas and information from viewed or spoken text; show a high level of understanding of more complex viewed or spoken text through oral interaction. 	<p>The learner can:</p> <ul style="list-style-type: none"> use written text to accurately and fully record and interpret complex ideas and information from viewed or spoken text; show a high level of understanding of complex viewed or spoken text through oral interaction.

CRITERION 2 COMMUNICATE ORALLY

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> generate complex phrases and sentences using an increasing range of vocabulary and structures and, with some exceptions, using clear pronunciation and appropriate intonation; frequently initiate and participate effectively in a broad range of oral interactions. 	<p>The learner can:</p> <ul style="list-style-type: none"> generate complex sentences using a broad range of vocabulary and structures and consistently using clear pronunciation and appropriate intonation; frequently initiate and participate effectively in a broad range of oral interactions with reasonable accuracy and for a variety of audiences. 	<p>The learner can:</p> <ul style="list-style-type: none"> generate complex sentences using a broad range of vocabulary and structures, including some idiom, and consistently using clear pronunciation and appropriate intonation; frequently initiate and participate effectively in a broad range of oral interactions with a high level of accuracy and for a variety of audiences.

CRITERION 3 DEMONSTRATE UNDERSTANDING OF WRITTEN TEXTS

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> read and identify main issues and specific information in increasingly complex texts, and consider purpose and effectiveness of text; generally connect form, style and language to purpose; (**) use a variety of strategies to access and interpret texts. 	<p>The learner can:</p> <ul style="list-style-type: none"> read and show understanding of complex texts, and consider purpose and effectiveness of text; generally connect form, style and language to purpose; use a variety of strategies to access and interpret texts and to monitor own reading. 	<p>The learner can:</p> <ul style="list-style-type: none"> read and show understanding of complex texts, and critically consider purpose and effectiveness of text; consistently connect form, style and language to purpose; consistently use a variety of strategies to access and interpret texts and to monitor own reading.

CRITERION 4 COMMUNICATE IN WRITING

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> express meaning clearly in an increasing range of more complex structures with increasing accuracy; self-correct spelling, punctuation and grammar and revise writing at whole text level; use an extensive range of vocabulary appropriate to purpose and to enhance meaning; generally organise content at whole text level. 	<p>The learner can:</p> <ul style="list-style-type: none"> express meaning clearly in a broad range of complex structures with increasing accuracy; consistently self-correct spelling, punctuation and grammar and revise writing at whole text level; use an extensive range of vocabulary appropriate to purpose and to enhance meaning and effect; generally organise content effectively at whole text level. 	<p>The learner can:</p> <ul style="list-style-type: none"> express meaning clearly in a broad range of complex structures with a high level of accuracy; consistently and accurately self-correct spelling, punctuation and grammar and revise writing at whole text level; use an extensive range of vocabulary appropriate to purpose and to enhance meaning and effect; consistently organise content effectively at whole text level.

CRITERION 5 VARY FORM AND STYLE OF WRITING TO SUIT A WIDE RANGE OF PURPOSES AND AUDIENCES

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> generally organise and link information in a way that is appropriate to purpose and audience; generally select and use language appropriate to purpose and audience; compose text types in a range of styles appropriate to purpose and audience; generally evaluate and refine form and style of writing for effectiveness. 	<p>The learner can:</p> <ul style="list-style-type: none"> consistently organise and link information in a way that is appropriate to purpose and audience; consistently select and use language appropriate to purpose and audience; compose text types in a range of effective styles appropriate to purpose and audience; generally evaluate and refine form and style of writing for effectiveness. 	<p>The learner can:</p> <ul style="list-style-type: none"> consistently organise and link information in a way that is appropriate to purpose and audience; consistently select and use language appropriate to purpose and audience; compose text types in a range of highly effective styles appropriate to purpose and audience; consistently evaluate and refine form and style of writing for effectiveness.

CRITERION 6 DEMONSTRATE AN APPRECIATION OF TEXTS, INCLUDING LITERARY TEXTS

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> • detail the relationships between elements of a text; • reflect on a text in relation to own and others' experience and attempt to show how the reader's values, beliefs and cultural understandings influence response to texts; • recognise creative language used to enhance meaning in texts; • discuss the genre, purpose and audience of a variety of texts; • attempt to identify bias and different opinions, values, beliefs and cultural understandings in texts. 	<p>The learner can:</p> <ul style="list-style-type: none"> • discuss the relationships between elements of a text; • reflect on a text in relation to own and others' experience and show how the reader's values, beliefs and cultural understandings influence response to texts; • recognise creative language and explain how it is used to enhance meaning in texts; • discuss the genre, purpose and audience of a variety of texts; • identify bias and different opinions, values, beliefs and cultural understandings in texts. 	<p>The learner can:</p> <ul style="list-style-type: none"> • discuss the relationships between elements of a text; • reflect on and describe relationships between texts and own and others' experience and show how the reader's values, beliefs and cultural understandings influence response to texts; • recognise creative language and explain how it is used to enhance meaning in texts; • discuss in detail the genre, purpose and audience of a variety of texts; • discuss values, beliefs and cultural understandings in texts.

CRITERION 7 COLLECT AND CATEGORISE INFORMATION

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> • consider, select, and use methods to collect and categorise specific, current and detailed information; • identify changed conditions and adapt use of collected information to respond constructively to major changes; • evaluate effectiveness of collected and adapted information and the appropriateness of the categories to which it is assigned in specific contexts; • demonstrate improvement in collecting and categorising strategies in most aspects identified for attention in previous evaluations; • where appropriate, respond to requests for advice to assist others to collect and categorise information. 	<p>The learner can:</p> <ul style="list-style-type: none"> • consider, select, and appropriately use methods to collect and categorise specific, current and detailed information; • identify changed conditions and adapt use of collected information to respond constructively and creatively to major changes; • evaluate effectiveness of selected and adapted information and the appropriateness of the categories to which it is assigned in specific contexts; • demonstrate improvement of collecting and categorising strategies in all aspects identified for attention in previous evaluations; • where appropriate, guide others to collect and categorise information. 	<p>The learner can:</p> <ul style="list-style-type: none"> • consider, select, and competently use methods to collect and categorise specific, current and comprehensive information; • identify changed conditions and adapt use of collected information to respond constructively and fully to major changes; • evaluate effectiveness of selected and adapted information and the appropriateness of the categories to which it is assigned in specific contexts; • demonstrate command of collecting and categorising strategies in all aspects identified for attention in previous evaluations; • where appropriate, facilitate the processes enabling others to collect and categorise information.

CRITERION 8 PLAN, ORGANISE AND COMPLETE ACTIVITIES

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> • set targets, consider, select and use strategies to achieve them, and responsibly manage activities within proposed times; • identify changed conditions and adapt plans and actions to respond constructively to major changes; • evaluate appropriateness of selected targets and the effectiveness of selected plans devised and adapted to complete activities in specific contexts; • demonstrate improvement in planning and completion strategies in most aspects identified for attention in previous evaluations; • where appropriate, respond to requests for advice to assist others to plan and complete activities. 	<p>The learner can:</p> <ul style="list-style-type: none"> • set targets, consider, select and appropriately use strategies to achieve them, and responsibly manage activities within proposed times; • identify changed conditions and adapt plans and actions to respond constructively and creatively to major changes; • evaluate appropriateness of selected targets and the effectiveness of selected plans devised and adapted to complete activities in specific contexts; • demonstrate improvement of planning and completion strategies in all aspects identified for attention in previous evaluations; • where appropriate, guide others to plan and complete activities. 	<p>The learner can:</p> <ul style="list-style-type: none"> • set targets, consider, select and competently use strategies to achieve them, and capably and responsibly manage activities within proposed times; • identify changed conditions and adapt plans and actions to respond constructively and fully to major changes; • evaluate appropriateness of selected targets and the effectiveness of selected plans devised and adapted to complete activities in specific contexts; • demonstrate command of planning and completion strategies in all aspects identified for attention in previous evaluations; • where appropriate, facilitate the processes enabling others to plan and complete activities.

CRITERION 9 WORK CONSTRUCTIVELY WITH OTHERS

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can:</p> <ul style="list-style-type: none"> consider, select, and use personal approaches to sensitively and responsibly engage with others to achieve agreed purposes; identify changed conditions in group structures and relationships and facilitate processes to respond constructively to major changes; evaluate effectiveness of selected and adjusted personal behaviours and the appropriateness of approaches used and adapted to facilitate group processes in specific contexts; demonstrate improvement in group participation and leadership skills in most aspects identified for attention in previous evaluations; where appropriate, respond to requests for advice to assist others to form and achieve group goals. 	<p>The learner can:</p> <ul style="list-style-type: none"> consider, select, and appropriately use personal approaches to sensitively and responsibly engage with others to achieve agreed purposes; identify changed conditions in group structures and relationships and facilitate processes to respond constructively and creatively to major changes; evaluate effectiveness of selected and adjusted personal behaviours and the appropriateness of approaches used and adapted to facilitate group processes in specific contexts; demonstrate improvement of group participation and leadership skills in all aspects identified for attention in previous evaluations; where appropriate, guide others to form and achieve group goals. 	<p>The learner can::</p> <ul style="list-style-type: none"> consider, select, and competently use personal approaches to sensitively and responsibly engage with others to achieve agreed purposes; identify changed conditions in group structures and relationships and facilitate processes to respond constructively and fully to major changes; evaluate effectiveness of selected and adjusted personal behaviours and the appropriateness of approaches used and adapted to facilitate group processes in specific contexts; demonstrate command of group participation and leadership skills in all aspects identified for attention in previous evaluations; where appropriate, facilitate the processes enabling others to form and achieve group goals.

CRITERION 10 EXAMINE AND RESOLVE ISSUES

Rating 'C'	Rating 'B'	Rating 'A'
<p>The learner can::</p> <ul style="list-style-type: none"> consider, select, and use strategies to anticipate and solve minor problems; clearly identify more complex issues and consider, select and responsibly use strategies seeking to resolve them; identify changed conditions and select and apply acquired problem-solving strategies to respond constructively to major changes; evaluate effectiveness and appropriateness of selected and adapted issues resolution strategies in specific contexts; demonstrate improvement in issues resolution in most aspects identified for attention in previous evaluations; where appropriate, respond to requests for advice to assist others to examine alternatives in seeking to resolve issues. 	<p>The learner can:</p> <ul style="list-style-type: none"> consider, select, and appropriately use strategies to anticipate and solve minor problems; clearly identify more complex issues and consider, select and responsibly use strategies seeking to resolve them; identify changed conditions and select and apply acquired problem-solving strategies to respond constructively and creatively to major changes; evaluate effectiveness and appropriateness of selected and adapted issues resolution strategies in specific contexts; demonstrate improvement in issues resolution in all aspects identified for attention in previous evaluations; where appropriate, guide others to examine alternatives in seeking to resolve issues. 	<p>The learner can:</p> <ul style="list-style-type: none"> consider, select, and competently use strategies to anticipate and capably solve minor problems; clearly identify more complex issues and consider, select and responsibly use strategies seeking to resolve them; identify changed conditions and select and apply acquired problem-solving strategies to respond constructively and fully to major changes; evaluate effectiveness and appropriateness of selected and adapted issues resolution strategies in specific contexts; demonstrate command of issues resolution in all aspects identified for attention in previous evaluations; where appropriate, facilitate the processes enabling others to examine alternatives in seeking to resolve issues.

AWARD REQUIREMENTS

The final award will be determined by the TQA from the 15 ratings (10 ratings from the internal assessment and 5 ratings from the external assessment).

The minimum requirements for an award in English as a Second Language TQA level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

13 'A', 2 'B' ratings (4 'A', 1 'B' from external assessment).

HIGH ACHIEVEMENT (HA)

6 'A', 7 'B', 2 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment).

COMMENDABLE ACHIEVEMENT (CA)

9 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment).

SATISFACTORY ACHIEVEMENT (SA)

12 'C' ratings (3 'C' from external assessment).

PRELIMINARY ACHIEVEMENT (PA)

7 'C' ratings.

A student who otherwise achieves the ratings for a CA (Commendable Achievement) or SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

QUALIFICATIONS AVAILABLE

English as a Second Language, TQA level 3 (*with the award of*):

PRELIMINARY ACHIEVEMENT
SATISFACTORY ACHIEVEMENT
COMMENDABLE ACHIEVEMENT
HIGH ACHIEVEMENT
EXCEPTIONAL ACHIEVEMENT

COURSE EVALUATION

Formal evaluations of the course will be undertaken during the second and fourth years of accreditation. An evaluation report will be provided to the TQA.

The evaluations will focus on identifying any issues with regard to:

- the match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualifications
- access, delivery and resources

and, if appropriate, make recommendations regarding changes to the course.

ACCREDITATION

The accreditation period for this course is from 1st January 2009 until 31st December 2013.

VERSION HISTORY

Version 1 – Accredited 1st October 2008 for use in 2009 – 2013.

Version 1.a – Clarification to External Assessment Requirements re-EXTERNAL ASSESSMENT GUIDELINES:
ORAL EXAMINATION made (30 May 2011)