STUDY AREA SPECIFICATION

WHY STUDY ENGLISH COMMUNICATION?
In Australia, English is the principal spoken language and the predominant written language of personal and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures.

English Communication offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community.

HOW IS ENGLISH COMMUNICATION STUDIED?
In English Communication the study area core relates specifically to the understanding and use of language systems to communicate effectively in the contexts of work, community and leisure.

The following are examples of learning activities demonstrate how the general objectives will be put into classroom practice. This list is not exhaustive and not all techniques will be used in the classrooms.

- Observing and performing demonstrations.
- Using and evaluating information from guest speakers, discussions, interviews, lectures, broadcasts.
- Reading and analysing information in textbooks, manuals of procedures, brochures, journal articles, magazines, newspapers, novels and websites.
- Viewing and interpreting illustrations, photographs, advertisements, films, videotapes.
- Preparing and interpreting tables, models and graphs, theories.
- Analysing and evaluating data and opinion.
- Designing, conducting and reporting on surveys, events and experiments.
- Sharing information, ideas and concepts with a range of social groups.
- Formulating instructions.
- Defending and justifying positions and their consequences for individuals and communities.
- Exploring a variety of viewpoints and identifying values, attitudes and beliefs.
- Using information and communication technology, taking account of how readers, viewers and listeners take up positions in relation to texts.
- Participating in and organising displays, practical activities and field trips, using language suitable for various interpersonal roles and relationships.
- Participating in small and large group discussions, seminars, panels, role-playing and simulation activities.
- Participating in decision-making processes.
- Producing texts taking into account selection and sequencing of subject matter and control of textual features (e.g. reports, journals, PowerPoint presentations, letters, magazines, web pages, video and digital images, oral presentations, scenarios, interviews).
- Exploring language choices and representations in advertisements, newspaper articles, song lyrics, novels, films.
- Researching information using a range of sources, e.g. the internet, newspapers, magazines, books, and interviews.

HOW ARE STUDENTS ASSESSED?
The major operating principle is continuous assessment. This means that assessment instruments are administered at suitable intervals and information on student achievement is collected. It
involves a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout the two-year course of study.

The following techniques will be used to measure student achievement in terms of all of the assessment criteria.

- **Observation** involves teachers observing students in contexts related to work, community and leisure. This occurs continually as part of the teaching and learning process and will be used to gather a broad range of information about students’ learning.

- **Consultation** involving the teacher conferring with the student can be used to verify evidence gathered using other techniques.

- **Focused analysis** involves teachers examining students’ responses to tasks or learning experiences in detail. It provides detailed evidence of students’ demonstrations of learning.

**Self and peer assessment** involve students in developing evaluative expertise to assess their own work and the work of their peers.

An exit level of achievement will be awarded on completion of the program of study. The criteria on which a student will be judged are derived from the following criteria:

- Knowledge of contextual factors.
- Knowledge of textual features.
- Knowledge and understanding of texts

These three criteria are integrally related and are not weighted. They are applied holistically to the body of work in the student folio in determining the exit level of achievement.

The school will award an exit level of achievement from one of five categories:

*Very High Achievement*
*High Achievement*
*Sound Achievement*
*Limited Achievement*
*Very Limited Achievement.*

**WHERE WILL ENGLISH COMMUNICATION LEAD?**

Students who successfully complete modules may gain advanced standing/credit transfer into a range of courses or qualifications offered by other registered training organisations eg TAFE Queensland.