Preliminary English Stage 1

LEVEL PRE	0 TCE CREDIT POINTS
COURSE CODE	PRE005119
COURSE SPAN	2019 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Preliminary English caters for learners who require flexible and individualised programs

Learners will experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible.

Course Description

This course is organised into four sequential stages. Each stage includes a learning focus statement and examples of student learning. Each stage is designed to accommodate a student's level of readiness and reflects their stage of development. It may be likely that a learner will engage in only one stage of learning in their study of this course.

The learning program focuses on ideas, skills, techniques and processes. It includes engagement in concepts that emerge from a range of starting points and stimuli. Learners explore experiences, ideas, feelings and understandings through making and responding.

Introduction to Preliminary to Level 1 courses

This course has been accredited under Section 55ZI of the *Office of Tasmanian Assessment, Standards and Certification Act 2003* - Other education. 'Other education' is defined by the Act as including 'education specifically designed for a person with a disability'.

Section 55ZM of the Act requires that providers of this course issue qualifications to learners who achieve a Preliminary Achievement (PA) award or higher at any stage or size value. For further information and examples, see the Supporting Documents section of this course.

In addition to provider-issued qualifications, course providers may report learner results to the Office of TASC in late November each year using prescribed methods. Reported results will be used by TASC for inclusion on students' Qualification Certificates (QCs) and may form part of the evidence base for a Tasmanian Certificate of Educational Achievement (TCEA) for eligible learners.

Achievement in courses Preliminary to Level 1 does not contribute to the Tasmanian Certificate of Education (TCE). This allows for greater flexibility in regard to learner movement between stages and their learning time (reflected in variable size values for this course) than are available in Level 1 and higher senior secondary courses.

Learners

The Preliminary to Level 1 suite of courses are designed for learners whose circumstances significantly impact their learning in an ongoing manner or for extended periods of time.

These learners include:

- learners with disability as defined by the *Disability Discrimination Act (DDA) 1992*, whose disability requires educational adjustments to support access and participation in learning
- learners whose circumstances have significantly impacted their ability to attend school for extended periods of time or engage in courses with higher levels of complexity
- learners who require significant support for learning English as an additional language or dialect.

Course Relationship to Australian Curriculum

This course aligns with Australian Curriculum English and as such is organised by the three interrelated strands that support learners' growing understanding and use of Standard Australian English.

The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating texts
- Literacy: expanding the repertoire of English usage.

Each strand interacts with and enriches the other strands in creative and flexible ways.

Together the three strands for an integrating framework of disciplinary knowledge and focus on developing learner's knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

Rationale

The study of English involves learners in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas. Learners learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

Preliminary English is one of a suite of courses designed to provide basic skills to learners with high needs, many of whom have a learning difficulty or disability. Some learners may need the full suite of Preliminary to Level 1 courses for study in both years 11 and 12, some may need to study at Preliminary Level for only part of their course load

Preliminary English caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context that will assist them to attend to and explore the world around them with as much independence as possible. Learning experiences in this course are designed to move learners from an emergent level of responding to a level where the response indicates intention. Preliminary English aims to offer improved learning outcomes in all aspects of learners' lives, and assist learners' access to achievable pathways to further training and/or employment outcomes.

Aims

With coactive support *Preliminary English* aims to develop learners':

- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for differing purposes, audiences and contexts
- understanding and appreciation of different uses of language.

With coactive support *Preliminary English* aims to develop learner's ability to:

- express themselves through language using oral, gestural, written, visual and digital mediums and modes of communication with as much independence as possible
- engage with and respond to a range of highly familiar multimodal texts and events
- engage with familiar people and routine activities.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. use language in differing forms and situations to express and develop ideas, depending on individual needs and capabilities
2. use receptive skills to examine and respond to literature/texts which can include reading, comprehending, listening and viewing
3. interpret, and use language to communicate which can include writing, speaking, acting, use of Alternative Augmented Communication (AAC), signing, gesturing, and/or creating multimodal texts.

Stages of Learning at Preliminary to Level 1

This course focuses on progressing learners from an emergent to early conventional level. It encourages learners to develop their independence as they explore, participate and engage in the world around them. Expectations for learner achievement are set at four stages which are not associated with age or year level that links chronological age to developmental progress. As learners progress through these stages the level of coactive support required decreases moving towards independence.

This document is **Stage 1** in four Stages of the course Preliminary English.

Stage 1
Within Stage 1 learners experience a range of learning activities that will assist them to attend to and explore the world around them with as much independence as possible. Experiences are designed for learners at an emergent level. Learners require high levels of coactive support and focused attention from the teacher to assist them to engage, react and participate. Learners demonstrate some awareness and recognition of familiar people and routine activities.

Stage 2
Within Stage 2 learners are reliant on verbal and physical prompts to facilitate their learning. They begin to explore their world independently and engage in cause-and-effect learning activities. Learners are able to focus on structured learning activities for short periods of time. They respond to familiar people and events in a familiar environment and begin to use 'yes/no' responses.

Stage 3
Within Stage 3 Learners display the first signs of independence, are less reliant on partial physical prompts and respond more consistently to verbal and visual prompts and clear directions from the teacher. Learners begin to interact with their peers in social opportunities. They participate in structured activities alongside their peers and use pictures, photos and objects to communicate personal interests and experiences. They begin to use and link some familiar words and images to form a meaningful communication.

Stage 4
Within Stage 4 learners participate cooperatively in group learning activities with indirect supervision and gestural prompts. They express their feelings, needs and choices in increasingly conventional ways and combine and sequence key words and images to communicate personal interests and to recount significant experiences. They indicate beginning understanding of social rules and expectations and are beginning to reflect on their own behaviour.

Access

Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners based on each learner's level of readiness.

All learners have a right to an education that meets their needs through full participation and engagement with learning. Providers enhance the quality of all students' learning through responsive and planned learning programs that optimise achievement using inclusive practices.

Learners will have access to appropriate resources such as professional support staff; or adult assistance, and equipment such as assistive technology or modified facilities, as required. The *Disability Standards for Education Act 2005* outline the obligations that educational providers must meet in supporting the needs of learners with disability through reasonable adjustments.

Adjustments include a range of supports and accommodations including but not limited to:

- supportive learning environments
- tailored delivery models
- visual and organisational supports
- multimodal learning and assessment opportunities
- access to appropriate technology
- varying levels of prompting and adult assistance.

'Adjustment' does not mean the lowering or removal of standards but rather it means allowing learners appropriate means to demonstrate their learning and achievement against standards.

In the instance of online, distance or flexible delivery, adjustments may be made in the delivery of the courses by providers to suit the individual student's learning environment. This may involve differentiation to reflect the resources readily available to the learner within their home or community.

Pathways

In addition to preparing and providing learners vital skills for personal independence this course prepares learners for a number of vocational pathways that utilise a knowledge of English. This course is preparatory to *Practical English Level 1.*

Course Size And Complexity

This course has a complexity Preliminary to Level 1.

Each stage of the course has a size value of 5 or 10 or 15 depending upon learners' needs. A learner will undertake a minimum of 50 hours study in this course, through to a maximum of 150 hours dependent on learner needs.

There are many possible ways of combining the Stages of learning and the size value of 5 or 10 or 15 depending upon learners needs. For example:

- A learner might study Preliminary to Level 1, Stage 3 of the course and complete it in 50 hours. This learner might then study Preliminary to Level 1, Stage 4 of the course and require 100 hours to achieve this. After successful completion, this learner might then undertake Practical English Level 1 in the following year.
- In one year a learner might study Preliminary to Level 1, Stage 2 of the course and complete it in 50 hours. This learner might then also study Preliminary to Level 1, Stage 3 of the course and require 100 hours to achieve this.
- A learner may study Preliminary to Level 1 Stage 1 in 150 hours.

Course Structure

This course is organised into four sequential stages. Learners can enter the course at any of the four stages depending upon their level of readiness or ability. Providers will determine the entry point for learners.

This document is Stage 1 of the four stages in this course.

Course Delivery

The sequence of delivery of the Stages is at the discretion of the provider. A personalised learning program will be developed for each learner, dependent on their needs. Not all learners will achieve all stages of the course content.

All content in each Stage is compulsory and must be completed.

Both the strands and the process of listening, speaking, reading, viewing and writing, also known as language modes are interrelated, and the learning of one often supports and extends learning of the others. The personalised learning program will acknowledge the incorporation of the strands and language modes in both an integrated and interdependent way.

Course Content

STAGE 1: (50, 100 AND 150 HOURS)

This course has a size value of 5, 10 or 15.

In Stage 1, learners begin to engage, participate and receive communication with known adults, teachers and peers. Opportunities are provided for learners to explore English knowledge, understanding, skills and processes through everyday experiences, personal interests and significant events. Learners are exposed to various alternative and augmentative communication systems because adults model and reinforce communication. Picture symbols are utilised for making choices and to represent real objects and activities. Learners become aware of their physical state and are moving from reflex responses to intentional responses. Learners are initially encouraged to develop control over their actions and mannerisms and to communicate within the social environment by reacting and responding to their immediate environment with as much independence as possible.

In Stage 1, learners begin to show interest in the world around them, awareness of others and of social interactions. Learners' actions and mannerisms are treated as communication and interpreted and reacted to by adults. Learners are provided with experiences that engage, support and extend their learning, including the use of verbal and non-verbal communication and making choices.

Learners experience a variety of texts for enjoyment and to extend their experiences of the world around them. They listen to, experience and view spoken, written, visual and multimodal texts, with the primary purpose of engaging, entertaining and informing. These include at least two of the following suggested text types:

- traditional oral texts;
- picture books;
- various types of stories;
- rhyming verse;
- poetry;
- nonfiction;
- film;
- multimodal texts and;
- dramatic performances.

They experience shared reading, viewing and storytelling using a range of literary texts, and respond to the entertaining nature of literature.

Literary texts that support and enable Stage 1 learners to become readers include:

- predictable texts;
- stories;
- visual displays and information;
- social interactions;
- and everyday experiences.

These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest.

Learners create a range of texts coactively. They begin to develop their functional motor skills (e.g. inclusive of switching, eye gaze, AAC) required for written communication. They coactively use different materials for drawing and develop their gripping skills.

STRAND 1: LANGUAGE

Learners at Stage 1:

- use sounds and/or facial expressions to affect familiar others
- respond to a familiar person and engage with them
- explore how sound and/or, facial expression and/or actions can cause a change
- encounter various forms of communication and respond to sounds, text, symbols, images or objects in their environment
- respond to images, objects and the spoken word
- react to different sounds, and words; and respond to visual text
- encounter books, print and digital texts and respond to images in the text
- are exposed to sentences being used to express ideas and information, and respond to different words, sounds and noise
- respond to words and groups of words and objects in texts and in the environment
- respond to images and words in texts
- respond to vocabulary used in everyday experiences
- encounter people speaking and communicating and respond to speaking, including to people reading
- react to familiar voices and preferred sounds
- respond to different sounds and words used in everyday experiences
- encounter words, letters and writing within the environment and respond to spoken words in familiar environments.

STRAND 2: LITERATURE

Learners at Stage 1:

- react to texts, related to personal experience and familiar events

- respond to images, sounds or actions within a multimodal text
- respond to texts listened to, viewed or read
- encounter texts with different features, events and characters, and respond to different literary texts
- encounter and respond to different types of literary texts in various modes
- respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures
- encounter literature being created for various reasons and purposes, and react to the retelling of a literary text.

STRAND 3: LITERACY

Learners at Stage 1:

- respond to texts within the everyday environment
- respond to various types of communication
- respond to interaction and reactions of others
- react to others sharing and delivering a presentation on a personally or culturally relevant event
- react to a variety of imaginative and informative texts
- react to a range of texts including visual, audio and print text
- encounter and respond to different forms of communication and texts being read or viewed
- react to text being constructed, which reflects everyday events and activities
- respond to group text and personalised text being edited
- react to software being used to construct texts which reflect everyday events and activities.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course.

The standard of achievement each learner attains on each criterion is recorded as a rating of 'C' (satisfactory standard) according to the outcomes specified in the standards section of the course document.

A 't' notation must be used where a learner 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 learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Assessment processes must gather evidence that clearly shows the match between individual learner performance, the standards of the course and the learner's award.

NOTATION ON EVIDENCE OF LEARNING

Some of the criteria standard elements use the terms reacting, responding and recognising.

In the context of this preliminary level course reacting/responding might be defined as:

- an intentional repeatable and observable behaviour that can be interpreted simply, objectively and conclusively.

In the context of this preliminary level course recognising might be defined as:

- intentionally signalling identification of (someone or something) through gesture, facial expression or sound from having encountered them before.

Quality Assurance Process

Each provider is responsible for ensuring the integrity and validity of their assessment results against the requirements of the course, including standards, and for maintaining records and documentation that will demonstrate the integrity, accuracy and validity of the award decisions they make each year.

Under Section 55ZN of the *Office of Tasmanian Assessment, Standards and Certification Act 2003*, TASC may give a provider written direction regarding the provision and assessment of an accredited other education course.

Criteria

The assessment of *Preliminary English Stage 1* will be based on whether the learner can:

1. Use language to express and develop ideas
2. Respond to texts
3. Interpret and use language to communicate

Standards

Criterion 1: Use language to express and develop ideas

The learner:

Rating C
uses language to interact with a familiar person
shows sound and letter knowledge by: consistently responding to a different sound, letter and/or word used in an everyday experience
recognises a key language feature in a text e.g a character, an extremely familiar image, symbol, sound or word
expresses and develops ideas by: responding to a word, a group of words, an object, an image in a text; a person speaking and a person reading.

Criterion 2: Respond to texts

The learner:

Rating C
reacts to a text related to an extremely familiar event
responds to an image, sound or action in a text
encounters and responds to a familiar language feature or a familiar device used in a familiar text

Criterion 3: Interpret and use language to communicate

The learner:

Rating C
reacts to an interaction between familiar people
uses reading and comprehension processes by: reacting to a text* being read or viewed
creates texts by: reacting to the construction of a familiar, everyday text
edits by: responding to the editing of a group and/or individual text.

** Text - imaginative and/or informative text, including visual, audio and print.*

Qualifications Available

Preliminary English Preliminary to Level 1: Stage 1, 2, 3 or 4 (with the award of):

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT.

Award Requirements

The final award for *Preliminary English* Stage 1 will be determined by the provider from three (3) ratings.

The minimum requirements for an award in this course are as follows:

Satisfactory Achievement (SA)

3 'C' ratings

Preliminary Achievement (PA)
1 'C' rating

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forward by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Lisa Davies in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2019 until 31 December 2023.

During the accreditation period required amendments can be considered via established processes. Should outcomes of the Years 9-12 Review process find this course unsuitable for inclusion in the Tasmanian curriculum, its accreditation may be cancelled. Any such cancellation would not occur during an academic year.

Version History

Version 1.0 - This course was accredited on 14 December 2018 for use from 1 January 2019 until 31 December 2023.

This course replaces *Basic Communication* PRE015115 that expired on 31 December 2018.

Version 2.0 - Amendments to criteria standard elements (1 January 2020).

Appendix 1

GLOSSARY OF VERBS

affect	to have an effect on; to
attends to	take notice
choose	decide or select the most suitable from a number of different options
create	make something
explore	investigate, search for
identify	recognise and name or indicate who or what someone or something is.
label	identify by placing a name or word used to describe the object or thing
react/respond	an intentional repeatable and observable behaviour that can be interpreted simply, objectively and conclusively
recognise	intentionally signalling identification of (someone or something) through gesture, facial expression or sound from having encountered them before
select	choose in preference to another or others.
sequence	arrange in order
show	give information; illustrate
subject matter	refers to the topic or theme under consideration
understand	perceive what is meant, grasp an idea, and to be thoroughly familiar with

Appendix 2

GLOSSARY

audience	The group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing. Audience includes learners in the classroom, an individual, the wider community, review writers, critics and the implied audience. In this course audiences consist of extremely familiar and familiar adults/others and class member
comprehension strategies	Strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: • activating and using prior knowledge • identifying literal information explicitly stated in the text • making inferences based on information in the text and their own prior knowledge • predicting likely future events in a text • visualising by creating mental images of elements in a text • considering content, language and images used to construct meaning in a text. In this course comprehension strategies constitutes making links between familiar phrases, pictures and signs
context	The environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.
culture	The social practices of a particular people or group, including shared beliefs, values, knowledge, customs and lifestyle.
decoding	In this course decoding constitutes learner understanding and identification of letters of the alphabet, recognising a bank of extremely familiar words (spoken and written)
digital texts	Audio, visual or multimodal texts produced through digital or electronic technology which may be interactive and include animations and/or hyperlinks. Examples of digital texts include DVDs, websites, e-literature.
everyday texts	Texts that are encountered in people's daily lives; for example, transport schedules, maps, emails, invitations, casual conversations, making an appointment with a doctor/dentist/health centre, an interaction with a retail person, a waiter taking orders, storytelling.
familiar	Previously encountered
figurative language	Word groups/phrases used in a way that differ from the expected or everyday usage. They are used in a non-literal way for particular effect
form	The shape and structure of texts, for example, poetry, novels, short stories, film.
ideas	In this course the word has an open meaning and can be interpreted as understandings, thoughts, notions, opinions, views or beliefs.

language	A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate. Language is described and employed: • **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems • **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways • **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations • **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured
language features	The features of language that support meaning(e.g. sentence structure, noun, punctuation, figurative language, characters, events, plots, themes, images, objects, symbols) Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience, mode and medium of production
language patterns	The arrangement of identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity. The patterns may alternate, other patterns may contrast. The language patterns of a text contribute to the distinctive nature of its overall organisation and shape its meaning. In this course language patterns are recognised by the learner as familiar sequences.
literacy	A synthesis of language, thinking and contextual practices through which meaning is shaped.
medium	A channel of communication. The resources used in the production of texts, including the tools and materials used (for example, digital text and the computer, writing and the pen).
mode	The various processes of communication – listening, speaking, reading/viewing and writing/creating and representing chosen as the way to transmit a message. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.
multimodal texts	Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.
oral communication	Oral Communication is based on the view that language is a social, everyday event, which is shaped by purpose and context. It involves:

	Transactional exchanges – primarily practical in purpose, designed to achieve a specific outcomes and maybe more formulaic and structures Interpersonal exchanges – for the purposes of establishing, building and maintaining a relationship, problem solving, exploring issues, dealing with conflict and sharing or expressing emotions. Exchanges maybe formal or informal and will be influenced by factors such as the context of the exchange, cultural understandings, power relations, social distance and emotional or attitudinal factors.
phrase	A unit intermediate between clause and word, consisting of a head word alone or accompanied by one or more dependents. The class of a phrase is determined by the head: a phrase with a noun as head is a noun group/phrase (for example, 'men' or 'the men who died'); one with a verb as head is a verb group/phrase (for example, 'went' or 'had gone').
purpose	What an author wants to achieve with their text.
reading	The process of making meaning of text. This process draws on a repertoire of social, cultural and cognitive resources. Reading in this course a reader's performance in making meaning from different text types, including the awareness of an author's purpose and intended audiences, of the purposes of reading and the role the reader plays in the construction of meaning. Reading as a core skill also describes the strategies that aid reading processes. E.g. Self-monitoring, decoding and vocabulary knowledge.
reading processes	In this course reading processes refers to: strategies and combining, contextual, semantic, grammatical and phonic knowledge to decode texts including predicting, monitoring, cross-checking, self-correcting, skimming and scanning
represent	Use words, images, symbols or signs to convey meaning.
rhythm	The 'beat' of spoken language. In a stress-timed language such as SAE, speakers put roughly equal time lags between stressed syllables, with the timing of the unstressed syllables between them being adjusted to accommodate the stress timing.
sentence	In writing, a sentence is marked by punctuation, but in speech, the boundaries between sentences are not always so clear. There are different types of sentences, however in this course we only refer to simple sentences– which have the form of a single clause (for example, 'David walked to the shops' or 'Take a seat.')
symbol	symbol (for something) - a sign, number, letter etc that has a fixed meaning
syntax	Knowledge of familiar phrases to predict next word
text	The means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, visual, spoken or multimodal and in print or digital/online forms.
text navigation	In this course text navigation refers to:

	• following print from left to right and top to bottom • locating a familiar piece of information in a short text
text types	**Imaginative texts** Texts whose primary purpose is to entertain or provoke thought through their imaginative use of literary elements. They are recognised for their form, style and artistic or aesthetic value. These texts include novels, traditional tales, poetry, stories, plays, fiction for young adults and children including picture books and multimodal texts such as film. **Informative texts** Factual texts inform, instruct or persuade by giving facts and information. These texts include factual description, recount, information reports, procedure, and explanation.
types of communication	Verbal, non-verbal and written
vocabulary	In this course vocabulary constitutes personally relevant, and frequently used words and numbers
writing	In this course writing is identifies as a set of skills, knowledge and strategies concerned with the ability to shape written language according to purpose, audience and context. The writer needs to consider the appropriate text type to convey a written texts in different contexts.

Line Of Sight

Learning Outcome	Criterion	Content	Criterion and elements
use language in differing forms and situations to express and develop ideas, depending on individual needs and capabilities	Criterion 1 use language to express and develop ideas	Stage 1 Language Stage 2 Language Stage 3 Language Stage 4 Language	Stage 1 C1 All elements Stage 2 C1 All elements Stage 3 C1 All elements Stage 4 C1 All elements
use receptive skills to examine and respond to literature which can include reading, comprehending, listening and viewing	Criterion 2 respond to literature	Stage 1 Literature Stage 2 Literature Stage 3 Literature Stage 4 Literature	Stage 1 C2 All elements Stage 2 C2 All elements Stage 3 C2 All elements Stage 4 C2 All elements
interpret, and use language to communicate which can include writing, speaking, acting, signing, gesturing and/or creating multimodal texts	Criterion 3 interpret and use language to communicate	Stage 1 Literacy Stage 2 Literacy Stage 3 Literacy Stage 4 Literacy	Stage 1 C3 All elements Stage 2 C3 All elements Stage 3 C3 All elements Stage 4 C3 All elements

Supporting documents including external assessment material

- Preliminary Qualifications Issuing Information.pdf (2019-01-07 02:17pm AEDT)

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