

2000

## Investigation Into the Compatibility of the Outcomes of the Northern Territory Special Category Curriculum for Secondary Aged Indigenous Students and the Western Australian Student Outcome Statements

Matthew Byrne  
*Edith Cowan University*

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**Investigation into the Compatibility of the  
Outcomes of the Northern Territory Special  
Category Curriculum for Secondary Aged  
Indigenous Students and the Western  
Australian Student Outcome Statements**

**by**

**Matthew Byrne BA(Ed)**

**A thesis submitted in partial fulfillment of the requirements of the  
award of Bachelor of Education with Honours**

**at the School of Education, Edith Cowan University**

**Date of submission: January, 2000**

# **Abstract**

This study is an investigation into the compatibility of the outcomes of the Northern Territory Special Category Curriculum for Secondary Aged Indigenous Students (NTC) and the Western Australian Student Outcome Statements (SOS), in the Learning Area of English, using specified criteria. This document analysis examined the theoretical assumptions underpinning the NTC and SOS, the comparisons that can be made between the two, and then, how suitable the NTC was for achieving the SOS documented by Education Department of Western Australia (EDWA) for Indigenous secondary students in remote communities.

The outcomes for the NTC and SOS in the Learning Area of English were collated into Data Tables for the purpose of comparison. An analytical process using Summative Statements, Summative Scale, and Within Learning Area Comparisons allowed effective comparisons to be made.

Results from the analysis indicated that an attempt to make direct links between the outcomes of the NTC and SOS was not beneficial due predominantly to differences in their theoretical underpinnings. Further, student outcomes mandated by educational systems appeared problematic. The appropriateness of the SOS for Indigenous students from culturally and linguistically diverse backgrounds was questioned, due to an inherent Standard Australian English (SAE) bias framed within the SOS.

A number of conclusions were made, based on findings. First, that students from culturally and linguistically diverse backgrounds should have the opportunity to participate in the Special Category Curriculum as this allows for the bridging of their English Language competence to a level that may permit them to more successfully attain the SOS. Second, that until such time as the above is met, those students from culturally and linguistically diverse backgrounds should not have to attain the SOS. Third, that the NTC be retained in WA remote schools. Finally, that further investigation be pursued to determine the extent to which these findings for the Learning Area of English hold true for the other seven SOS Learning Areas.

# Declaration

I certify that this thesis does not, to the best of my belief:

- (i) incorporate without acknowledgement any material previously submitted for a degree or diploma in any institution of higher education;
- (ii) contain any material previously published or written by another person except where due reference is made in the text; or
- (iii) contain any defamatory material.

Signed: \_\_\_\_\_



Date: \_\_\_\_\_

27.01.00

# Acknowledgements

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# **Chapter 1**

## **Introduction**

This study investigates the degree of compatibility between the Northern Territory Special Category Curriculum for Secondary Aged Indigenous Students (NTC) and the Western Australian Student Outcome Statements incorporated within the Curriculum Framework, in the Learning Area of English. The investigation will determine the nature and extent of the compatibility across specified criteria. It will ascertain the suitability of the NTC in achieving Education Department of Western Australia (EDWA) Student Outcome Statements (SOS), which have been mandated in all Governments schools by the year 2004.

This study was completed during a four year period (1996-1999) while the researcher was employed as a teacher at Nullagine Remote Community School – a school in the north-west of Western Australia. Such an appointment afforded unique opportunity to examine, teach to and compare the two curriculum documents in question.

## **Background**

The NTC was developed as part of a Commonwealth funded initiative aimed at improving access for secondary aged students to a more comprehensive range of educational programs.

The NTC comprises three courses:

1. Intensive English (3-6 months);

2. Foundation Studies (18-24 months); and

3. General Studies (18-24 months).

These courses were designed to facilitate the development of teaching programs that reflect and respond to the needs and experiences of secondary-aged Indigenous students, who do not yet have the levels of Standard Australian English (SAE) language, literacy and numeracy generally required to access mainstream secondary academic programs. The content of the courses take into account the SAE language competence of the students, their levels of literacy and numeracy, the English as a Second Language (ESL) context within which learning takes place, and the age range of the students.

The major function of the courses is to assist teachers and schools in the teaching of SAE to secondary-aged Indigenous students who have a language background other than SAE. The intention of the courses is to provide students with the opportunity to continue developing their knowledge and use of spoken and written SAE, through the study of selected content stemming across the eight learning areas. The courses also explore the social and cultural contexts within which SAE is used.

In 1996 the Hedland District Education Office piloted the NTC in Western Australia at Jigalong Remote Community School, Nullagine Remote Community School, Marble Bar Primary School and Yandeyarra Remote Community School. The first six months of the trial involved strategic planning, community consultation and ESL professional development for school staff. In term three, teachers started implementing the curriculum materials in the classrooms. The pilot study ended in term three 1998, with a formal review paper completed in January 1999.

## **Significance of the Study**

A review meeting organised by the Pilbara District Education Office including the District Director, principals, teachers and District Office staff involved in the pilot project was held on the 16<sup>th</sup>-17<sup>th</sup> of September 1998, to commence the formal review (with AAAJ Consulting) of the NTC pilot project. The primary purpose of the review meeting was to identify major issues surrounding the implementation of the pilot project. Of particular importance were the following:

- How does the NTC fit with the new Curriculum Framework?
- Is the NTC outcomes based?
- How easily can the NTC be re-worked to enable students to be working towards Western Australian SOS?

From extensive discussion at the review meeting and subsequently from the final review paper, it was determined that assessment links needed to be made between the Northern Territory Special Category Curriculum for Secondary Aged Indigenous Students and the Western Australian SOS.

It is a possibility that EDWA, pending evaluation of the review paper and further consultation, will implement the NTC across Western Australian Remote Schools. As a precursor to this, explicit assessment links need to be made between the outcomes of the NTC and the SOS to ascertain the suitability and compatibility of the NTC in achieving EDWA SOS.

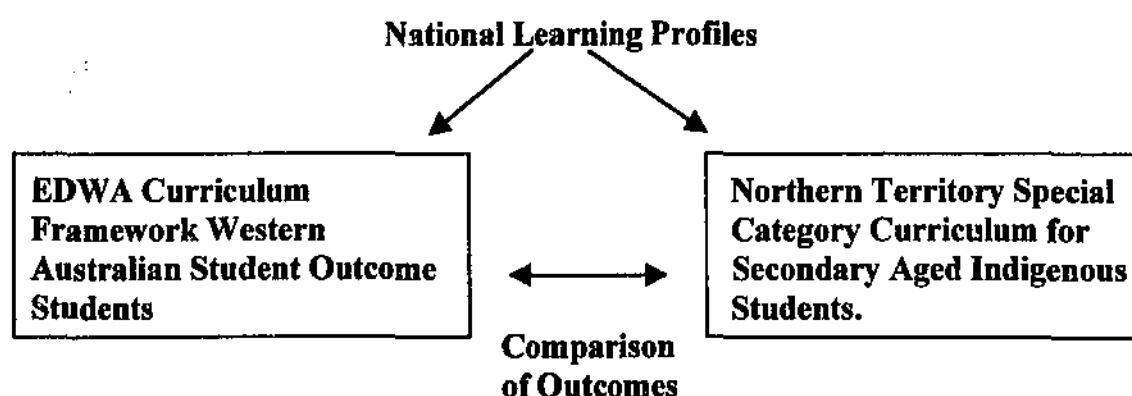


## The Purpose of the Study

Arising from the need to gain further insight into outcomes compatibility between the NTC and the SOS, this study takes the form of action research, in that EDWA and the Pilbara District Education Office may see the findings as the first step in reconciling the two curricula for use in Remote Schools.

This study is qualitative in nature and finds its basis in comparing two sets of existing documentation. The SOS and the NTC are two separate Curriculum documents grounded in the National Learning Profiles. In 1991 the Australian Education Council identified eight learning areas for a National Curriculum Framework and developed *statements* or agreed national positions in these eight learning areas (Brady, 1996). To each statement was attached a profile, or description of progress in learning outcomes at eight different levels. The SOS and the NTC have used the National Profiles as a base for developing their associated outcomes.

The outcomes from both sets of documents will be compared across identified criteria, as represented conceptually in Figure 1.1.



**Figure 1.1** Conceptual Basis of the Investigation

## **Research Questions**

The research questions which frame the present study are as follows:

1. What theoretical assumptions underpin each document?
2. What comparisons can be made between the outcomes of the NTC and the SOS in the Learning Area of English?
3. In what ways is the NTC suitable for achieving the SOS as documented by EDWA for Indigenous secondary students in remote communities?

# **Chapter 2**

## **Literature Review**

The following chapter endeavours to firstly, provide relevant information on the NTC and SOS and secondly, to summarise research on Outcomes Based Education as it relates to the purpose of this study and the research questions outlined in the first chapter. The chapter concludes by outlining the document investigation procedures of Ethnography and Document Analysis used in the current study and makes reference to the validity and reliability of such procedures.

### **The Northern Territory Special Category Curriculum for Secondary Aged Indigenous Students**

What follows in this section has been adapted from the Northern Territory Education Department background paper for Northern Territory Special Category Curriculum Bridging Courses for Secondary Aged Indigenous Students.

In 1986 The Northern Territory Aboriginal Consultative Group released The Feppi 12-Point Plan. Point 2 of the Feppi 12-Point Plan dealt with the maximisation of post-year 7 education opportunities in Aboriginal Communities. In 1989 the Northern Territory Department of Education responded by producing four certificate courses: Foundation Studies, General Studies, Initial Secondary Studies and Vocational Studies.

In 1993 an evaluation of the courses took place. Subsequently, *Foundation Studies* and *General Studies* were rewritten as bridging courses into secondary education and were approved in 1994 by the Northern Territory Board of Studies. In 1995 *the Intensive English Course*, that would precede *Foundation Studies* for students with minimal spoken and written English language knowledge and skills, was established.

The Intensive English Course, Foundation Studies Course and General Studies Course were written as Special Category Curriculum to address the particular learning needs of a specific group of students in both urban and remote communities. This group comprised secondary age (12-16 years) Indigenous students from language backgrounds other than English who for a variety of reasons, had not yet attained academic English Language proficiency (Cummins, 1980, 1991) to undertake successful study at the secondary level.

The Special Category Curriculum is outcomes based. The content of Foundation Studies and General Studies was drawn selectively from existing Northern Territory Curriculum Transitional-10 and was informed by the National Subject Statements and National Learning Profiles. The Special Category Curriculum provided conclusive educational pathways for secondary-aged Indigenous students (see Appendix 1). The NTC was trialled by EDWA in the Hedland District "to maximise educational outcomes and opportunities for secondary aged students who have identified literacy needs in Standard Australian English in the Hedland District" (Hedland Remote Schools Pilot Program, 1996).

## **Curriculum Framework and Western Australian Student Outcome Statements**

In 1995 the *Review of School Curriculum Development Procedures and Processes in Western Australia* recommended the creation of a Curriculum Council. The responsibility of the Curriculum Council was to develop a Curriculum Framework for all Western Australian Schools. The purpose of such a Framework was to describe learner outcomes as well as what teachers and schools needed to develop to better facilitate these outcomes.

Through a collaborative and consultative process including ten thousand teachers, students, parents, academics and curriculum officers, the Curriculum Council in June 1998 submitted the inaugural Curriculum Framework to the Minister for Education. The Curriculum Framework was to be implemented through the Curriculum Improvement Program (1997-2004) in government, non-government and home schools by the year 2004.

The Curriculum Framework described in general what student outcomes from K-12 needed to be achieved for students to learn to live successful and rewarding lives in the twenty-first century. An Overarching Statement and eight Learning Area statements made up the Curriculum Framework. These statements, as outcomes, describe what students need to do, know and value as a result of attending school. The scope of the curriculum, in developmental phases and the key principles of teaching and learning, are also incorporated within the Overarching Statement and the eight Learning Area Statements.

The SOS will support and link strongly to the Curriculum Framework. The SOS, incorporated within EDWA's Outcomes and Standards Framework, describe most of the outcomes students are expected to achieve in each of the eight Learning Areas, for the compulsory years of schooling. For teachers the SOS provide critical support in monitoring student learning, making judgements about student achievement, reporting to parents and colleagues, and as a planning device to ensure students are working at an appropriate ability level. All government schools are expected to report in the eight learning areas using SOS by the year 2005. How the Curriculum Framework and the Student Outcome Statements fit together is represented pictorially in Figure 2.1.

**Figure 2.1.** How the Curriculum Framework and Student Outcome Statements Fit Together (Curriculum Directions, 1997)

## **Outcome Based Education**

The field of Curriculum Theory is as wide as it is valuable in informing educators of best practice in the classroom. When comparing two curriculum documents, an understanding of the curriculum theory underpinning the documents is essential. As both the curriculum documents in question are outcome-based, outcome-based literature will be reviewed.

In an attempt to unravel and elucidate the nature of Outcome-Based Education (OBE), the essence of an outcome will be discussed. The proposed benefits and problems of the OBE approach will also be addressed. A brief history of the OBE movement in Australia and Western Australia will then be given, followed by a short critique of Aboriginal students and the outcomes approach.

According to Evans and King (1994) OBE is an umbrella concept under which various reform efforts in education can be placed. Evans and King (1994) stated that: "People who ask, 'What exactly is outcome-based education?' may receive several answers" (p.12). Brady (1997) indicated that "there are different understandings of outcomes based education, and it's implementation in Australia could take a variety of forms" (p. 27). Willis and Kissane (1995) stated that "there is considerable confusion about what outcome-based education means and about the various forms it takes" (p. 1).

An outcome is in its most general form, a statement of educational intent (Brady, 1996). Willis and Kissane (1997) suggested that the expression 'student outcomes' can refer firstly, to a desired state in individual students describing what they should know, be

able to do or be like as a result of their school education, and secondly, to a class, institution or system level performance indicators.

An outcome according to Spady (1993) is a culminating demonstration of learning in an authentic context that occurs at the end of a learning experience, which is a visible and observable demonstration of knowledge, competence and orientations. Two key features of 'outcomes' is that they relate directly to what schools do and the changes they continuously try to bring about in their students, and secondly they describe what is expected from students at the end of the teaching-learning process, usually measured in months or years (Willis, 1998). Willis (1998) stated that student outcomes may exist across three levels of generality, as indicated in Table 2.1.

**Table 2.1**  
**Levels of Generality For Student Outcomes (Willis, 1998)**

Level	Description
General learner outcomes	Broadest level applying to the whole school curriculum describing characteristics or attributes to be developed in students.
General programme area outcomes	Second level that are still broadly defined but relate to particular areas of the school curriculum.
Progressive programme area outcomes	Third level that describe outcomes expected 'along the way' to the general programme area outcomes.

An outcome based philosophy for schools and education systems at any level, essentially means two things, according to Willis and Kissane (1995). Firstly, the school or system believes that there are certain things that all students should learn as a result of attending those schools or education systems. Thus the whole educational process



(curricula, policies, organisation and processes) is based on enabling all students to achieve specified outcomes. Secondly, that the schools or education systems are prepared to publicly state what these outcomes are, and to be held accountable in terms of them. Assessment of individual student progress, schools and educational systems are based on, and justified in terms of, the extent to which students achieve stipulated outcomes (Willis, 1998).

It would appear that the transition from curriculum-based to outcome-based education is a major shift in conventional thinking and practice of expressing educational intent for schools and educational systems. OBE is not just about outcomes per se but about maintaining a focus upon student learning outcomes. As such, it concentrates the inputs on maintaining curriculum and management decisions and then judging success on how well students achieve stipulated outcomes (Willis, 1998). Spady (1993) concurs and states that:

Outcome-based education means focussing and organising a school's entire programs and instruction efforts around the clearly defined outcomes we want all students to demonstrate (p ii).

Spady (1993) articulated three forms of OBE, namely, traditional, transitional and transformational. These differ conceptually in their origins and the nature of the outcomes they emphasise. The distinction according to Willis and Kissane (1995) can aid in understanding the many programmes that go under the title of OBE. A brief description of each can be found in Table 2.2.

**Table 2.2****Forms of Outcome Based Education (adapted from Willis and Kissane, 1995)**

Form	Description
Traditional OBE	The curriculum remains the same but the focus is on outcomes. It seeks to generate greater success within constraints rather than eliminating them. Concerned mainly with student success in school. Fundamental organisation of the system is time.
Transitional OBE	Conception of an outcome is different. Primarily concerned with students culminating capabilities, what they can do and know, at the completion of schooling. Aims to change time based system of traditional OBE.
Transformational OBE	Is future oriented, not focussed on curriculum outcomes but is solely concerned with students' success after they leave school. Requires a fundamental shift in the prevailing paradigm of educational leadership, curriculum design, outcome defining policy making and instructional delivery.

Brady (1996) stated that "it would be too extravagant to represent OBE in Australia as transitional" (p. 28). The NTC outcomes and the SOS appear to fit into the traditional form of OBE.

Proponents of OBE highlight three major benefits of the OBE approach. The first is the clear articulation of the desired end points of learning combined with a whole school commitment to focus teaching and assessment towards longer term outcomes which will enhance teaching and learning (Willis and Kissane, 1997). The second benefit lies in the commitment of OBE in making sure that all students have access to and success in high quality outcomes, which enhances equity (Willis, 1998). The third benefit succinctly stated by Willis (1998) is that "an outcome-focused approach respects the

collective professional judgement of teachers while providing a transparent and explicit approach to accountability” (p.3).

Despite the above benefits, Lilburne (1997) raises a number of issues which are problematic in the OBE approach. He suggests that set outcomes may establish the lowest acceptable standard and hence be the lowest common denominator of student achievement. The stipulation of required performance before learning takes place could inhibit the curriculum from the opportunity of exhibiting superior performance, or alternative means of demonstrating attainment of the required outcomes (Lilburne, 1997). McKernan (1993, cited in Brady, 1994) proposed that an OBE approach assumes that knowledge and content can be broken down into outcomes, thereby trivialising knowledge.

The impetus for the development of SOS in Australia according to Brady (1996, cited in Lilburne, 1997) rose in 1987 with the then Federal Government Minister for Education, the Hon. John Dawkins’ policy release, *Strengthening Australia’s Schools*. The desirability for a common set of goals for education within a National Curriculum Framework was the major thrust promoted within the policy. Thus began the development of the National Student Profiles that identified eight broad learning areas. The profiles developed by the Australian Education Council (AEC) in 1991, according to Brady (1996) included “not only level statements, but ‘outcomes’ (descriptions of the skills and knowledge that students acquire in sequential order) and ‘pointers’ (indicators or signals of the achievement of an outcome)” (p.26).

In Western Australia during that same year, the then State Minister for Education the Hon. Robert Pearce released the policy document *Better Schools in Western Australia: A Programme for Improvement* (Lilburne, 1997). It suggested the need for the Western Australian education system to increase its efficiency and effectiveness by giving schools greater control over the quality of education it provided.

The Finn Report (1991), Carmichael Report (1993) and Mayer Report (1992) were three National reports integral to the establishment of the OBE movement in Australia. The Finn Report (1991) identified six key competencies deemed essential for young people to maximise learning. It proposed a standards framework to describe each of the key competencies at a number of levels (Brady, 1996). The Carmichael Report (1992) by relating key competencies to general education and vocational training and thus creating a workforce entry-level training system, extended the recommendations of the Finn Report. The Mayer report identified seven employment-related competencies across three levels.

Following the reports, work commenced on preparing statements and profiles which were to serve as a description of progress at eight different levels of attainment (Brady, 1996). Dudley and Vidovich (1995, cited in Lilburne, 1997) described the profiles as consisting of four general elements: a general statement of student performance; a statement of skills and knowledge; pointers signaling achievement of the outcome, and annotated work samples (exemplars) that demonstrated achievement of the outcome. In 1993, a national set of materials was presented to the Australian Education Council to which EDWA had contributed. The materials were sent back to the States for further review where consultative groups in Western Australia made further

modifications. The process resulted in the Working Edition of the Student Outcome Statements, pointers and work samples trialled during 1994-1995, in selected EDWA and private schools.

In April 1997, preliminary consultation for the Curriculum Framework began, resulting in the release of the consultation draft Curriculum Framework in August 1997. A lengthy consultation period of 10 months followed where the SOS were fully refined and aligned with the Curriculum Framework (Curriculum Directions, 1997). In July 1998, the Curriculum Framework was approved by the Curriculum Council and distributed to schools in Term 3 (Curriculum Council Update, 1998).

Schools were involved in the phased implementation of the Curriculum Framework throughout 1998 where they developed detailed implementation plans. From 1999 – 2003 schools are to progressively implement the Curriculum Framework and monitor and report on student performance using the SOS. By 2004 it is proposed that the Curriculum Framework will be operational in all Western Australian Schools. By 2005, it is proposed that the Outcomes and Standards Framework, which incorporates the SOS, will be operation in all Government schools.

## **SOS and Indigenous Education**

According to Partington (1996) “the statistics of Aboriginal failure in the school system are dismaying” (p. 31). He highlighted the high drop-out rates, high levels of misdemeanour in schools and low levels of achievement as testifying to the less-than-desirable position of Aboriginal students as a group in Australian schools. Partington

(1996) identified the educational record of Aboriginal students as being far worse than that of any other group in society.

The documented plight of Aboriginal students ought to alert educational authorities to the fact that “we need constantly to be reminded that school is a west-centric construct and aspects of it, which are outcomes of a west-centric world view, are not necessarily appropriate in Aboriginal settings” (Smith 1997, p. 14). Barcan (1980, cited in Heitmeyer, Nilan and O’Brien, 1996) made the same point when he wrote that “Aboriginal students entering schools encounter a curriculum which is a hybrid of different educational philosophies and practices” (p. 20).

‘Failure’ of Aboriginal students in schools generally could be due in part to inappropriate and unrealistic educational outcomes set for them. Brady (1996) suggested that “part of the National Curriculum agenda in Australia is a strong commitment to Outcomes Based Education” (p. 25). Heitmeyer, Nilan and O’Brien (1996) added that “Australian education is increasingly concerned with quantifiable outcomes” (p. 23). The National Review of Education for Aboriginal and Torres Strait Islander People (1994) stated that:

Aboriginal peoples and Torres Strait Islanders continue to have the most limited, and in some cases no, access to education beyond primary school. They do not participate in education to the extent that other Australians participate, particularly in secondary education; in technical and further education and in higher education they participate only in particular and

narrow fields of study. Aboriginal peoples and Torres Straight Islanders still do not enjoy equitable and appropriate outcomes from schooling (p.2).

In a similar vein Heitmeyer, Nilan and O'Brien (1996) added that "there are profound differences in access to, participation in, and outcomes of, education for Indigenous people living in urban and rural locations" (p.15). Christensen and Lilley (1997) concurred that "mainstream assessment methods disadvantaged, or at least failed to cater for, Indigenous students" (p. 43).

The OBE movement in Australia has come to fruition over the past decade, with arguments for and against its worth being tauted. Given the rich and varied understandings of OBE evident in the literature, it has been described as a means of focussing and organising schools' program and instruction efforts around clearly defined outcomes in which all students should demonstrate achieved competencies.

The less-than-desirable position of Aboriginal students within the educational system raises the question of appropriateness of OBE for Indigenous people. In light of the above and the current national push for OBE and the development of the SOS in Western Australia, the nature and extent to which educational outcomes cater for and are appropriate to Indigenous students will be examined. Educational systems need to ensure that the outcomes Aboriginal students are expected to meet are culturally appropriate and take into consideration their non SAE backgrounds.

## **Document Investigation Procedure**

### **Ethnography**

The SOS and the outcomes from the NTC need to be organised in a fashion which allows effective comparison to take place. Once an effective method for comparing the two sets of outcomes has been established, the extent of the links between the two sets of outcomes can be determined.

In terms of its general orientation, the present study is ethnographic in nature in that it finds its basis in “providing holistic and scientific descriptions of educational systems, processes, and phenomena within their specific contexts” (Wiersma, 1995, p. 249). In this approach “the ethnographic researcher identifies the phenomenon to be studied and then develops the hypothesis through the data collection” (p. 279).

It is also atheoretical, for unlike phenomenological approaches such as grounded theory, the present study does not attempt to unearth an implicit theory. Rather, it engages in a comparison of two pre-existing documents. The specific purpose of the study then, is to engage in analysis which will enable a comparison to be made for the purpose of determining similarity, using specified criteria, of two outcome-based documents.

According to Harlen (1996) “making explicit the criteria on which the judgement is based distinguishes evaluation from simply passing an opinion” (p. 2). It is important to make explicit that value judgements are made at every step of defining criteria, collecting information and analysing the data based on the criteria. Different



interpretations may be made by different individuals in the application of criteria, especially if the individuals come from different experiential and cultural backgrounds (Skager, 1978).

With respect to the validity of the current study, it is assumed that the authors of the NTC and SOS catered for validity in the structuring of the document. With regard to reliability, inter-rater reliability measures were used with other colleagues being used to analyse and interpret the data. This process of triangulation helped ensure reliable analysis and interpretation.

### **Document Analysis**

Given that the study consists of comparing two sets of documentation i.e. it is comparative in nature, based in existing documentation, an understanding of the methodology used in comparing and analysing documents is crucial.

According to Gardin (1973) document analysis can be understood as “the extraction of meaning from documents” (p. 137). Gardin (1973) breaks the document analysis method into two broad categories. Firstly, *tabulation methods* in which the end products of document analysis result in a list of some kind made up of linguistic units extracted from natural language texts and reordered in various ways (eg indexes and concordances). Secondly, *interpretive methods* in which documents are the objects of more complex operation of syntactical or semantic analysis.

Under the heading of ‘semantic tools’ Gardin (1973) includes any list or table designed to give some indication of relationships. Semantic tools can be broken into two

categories. Firstly, those affecting the selection of recital items to be included in a semantic dictionary and secondly, those which affect the establishment of relations between those items. Hence the use of data tables to generate comparison between the outcomes of the NTC and SOS in an effort to analyse and report on the relationships between these two sets of documents, seems appropriate.

Gottschalk (1969, cited in Caulley, 1983) defined a document as any process of proof based upon any kind of source whether written, oral, pictorial or archeological. Caulley (1983) saw document analysis as one of the methods of data analysis that leads to interpretation and as such "is the analysis of documents in order to gather facts" (pp.19, 20). The facts or information gathered through document analysis cannot exist in a pure form, as they are refracted through the mind of the recorder taking the form of a series of accepted judgements (Caulley, 1983). The advantages and disadvantages of document analysis are summarised in Table 2.3.

**Table 2.3**

The advantages and disadvantages of document analysis (Caulley, 1983, pp. 20-21).

Advantages	Disadvantages
Analysis of documents can suggest questions to ask in an interview and or at a local, district and system level in relation to relevant issues.	Documents are produced by people and may be written to make a program look good and thus can be misleading.
Efficient means of collecting information.	The writer of a document may be guided by predispositions.
Information obtained from documents is often more credible than that of observation and interviewing.	Documents may provide unrepresentative samples.
Documents are convenient to use and often available on a no-cost or low-cost basis.	Documents can be inaccurate and contain biases.
Documents are nonreactive in the sense that it	Ensuing analysis is based on judgement and

is not usual to find sensitivity or masking because the producer knows he or she is under study.

interpretation of the analyst who is also guided by predispositions. Thus, subsequent analysis can be misleading and may contain biases.

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Owens, Haenn and Fehrenbacher (1979), in evaluating career education program documents, identified 12 criteria they wished to apply to a program and then prepared a five point scale for each criterion. The ratings and subsequent information gathered through analysis were used to determine the general strengths and weaknesses of the program. As in the above investigation, the current investigation uses evaluative criteria. Skager and Dave (1978) defined criteria as "standards against which phenomena are judged and appraised" (p. 32). These are derived from value-based conceptualisations which are normative in the sense of specifying a desired state of affairs (Skager and Dave, 1978).

Harlen (1996) contended that evaluation can play an important part in decisions concerning the use of classroom materials, curriculum resources and outcomes. The comparison and evaluation of the NTC and SOS in the current study will allow informed decisions to be made regarding their use with Aboriginal students from culturally and linguistically diverse backgrounds.

Having reviewed the literature pertinent to this study it is important to consider how the study was designed and developed. The following chapter outlines in detail the design of the study.

# **Chapter 3**

## **Design of the Study**

The documents of focus for this study are the outcomes of the Northern Territory Special Category Curriculum for Secondary Aged Indigenous Students, and the Western Australian SOS encompassed within the Curriculum Framework. The Learning Area of English has been selected for investigation for the following reasons:

- The Learning Area of English deals with basic skills, which affect the other Learning Areas.
- A direct relationship of content exists between the two curriculums.
- The scope of an honours thesis allows for effective comparison in only one Learning Area.

As the outcomes of the NTC and SOS existed in two separate documents, they needed to be extracted and formatted in such a way as to allow worthwhile comparison to be made. The outcomes of the NTC and SOS in the Learning Area English were scanned into a computer and formatted. Data Tables for the purpose of comparison were thus created (Appendix 2). Data Tables allowed effective comparison to be undertaken.

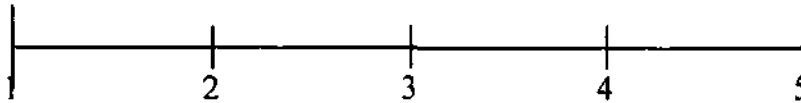
Summative statements for the English Learning Area were made using five criteria presented in tabular form. The Summative Statements are an initial descriptive statement of how each individual criterion relates to the outcomes of the NTC and SOS

respectively. The Summative Statements were the first step in the process of refining the comparison between the outcomes of the NTC and SOS.

The following five criteria were selected as these seemed to be the major ones that surfaced from the literature (e.g. Brady, 1996; Spady, 1993; Willis and Kissane, 1997; Willis, 1998) with regard to OBE Analysis:

- a) **Structure:** The way in which the outcomes are organised and arranged into their constituent parts.
- b) **Achievability:** The way in which the outcomes are accomplished.
- c) **Content:** The level of detail in which the outcomes are written.
- d) **Language:** The extent to which the outcomes are readable, comprehensible and the clarity in which they are put together.
- e) **Implicit Values:** The implied values attached to and inherent in the stated outcomes in question.

A Summary Scale was applied to the Summative Statements for the Learning Area of English to rate the degree of linkage between the two sets of outcomes. To ensure the scale interpretations were consistent, two safeguards were implemented. Firstly, levels of congruence were assigned a percentage and secondly, inter-rater reliability was established using confederate raters who have had considerable experience in the area. An example of the scale and associated interpretations is shown overleaf.



<b>Legend</b>	
5.	80-100% congruence
4.	60-80% congruence
3.	40-60% congruence
2.	20-40% congruence
1.	0-20% congruence

Using the Summative Statements as a base measure, the criteria were applied to the individual Learning Area of English in order to facilitate a 'within' Learning Area Comparison. For example: for the Learning Area of English, a comparison was made of compatibility between the two sets of outcomes for the criteria of Structure. The next 'within' Learning Area comparison was then considered using the criteria of Achievability, and so on. Thus, there were five 'within' Learning Area comparisons made for English (N=5) and presented in tables.

# **Summative Statements**

Criteria	Summative Statement: English	
Structure	NTC Outcomes	W.A. Student Outcome Statements
	<p>The learning outcomes are defined by the FS Bridging Course Into Secondary Education - 1 as: "the knowledge, skills and understandings that a student acquires as a result of participation in the NTC course" (p.4).</p> <p>The outcomes for each module are divided into three categories: a) <b>Learning to use English: <i>the ability to...</i></b> referring to specific skills including cognitive, learning how to learn and Communicative strategies. Cognitive Processing skills enable learners to understand &amp; share values, attitudes and feelings, process information, and think and respond creatively.</p> <p>Learning How To Learn Skills enable learners to take responsibility for their own learning.</p> <p>Communication strategies are used to organise and Maintain communication. They enable learners to sustain communication in English and fall into two categories: receptive and productive strategies.</p> <p>b) <b>Learning About English: <i>explicit knowledge and understanding of...</i></b> in reference to Standard Australian English language use in the four areas of Listening, Speaking, Reading and</p>	<p>EDWA Curriculum, Assessment and Reporting: Policy and Guidelines (December 1998) outline that the Student Outcome Statements form the major part of the Outcomes and Standards Framework. Student Outcome Statements describe learning achievements set out in the Curriculum Framework: what students should know, understand, value and do."</p> <ul style="list-style-type: none"> <li>English Student Outcome Statements are grouped into four strands: <b>Speaking and Listening; Viewing; Reading and Writing.</b> A strand is an organiser for the learning area based on a major concept or skill.</li> <li>Each strand has 8 Strand outcome statements which are a sequence of statements which describe what students demonstrate as they develop their understanding or skills for a strand. Strand Outcome Statements are a synthesis of sub strand outcomes.</li> <li>Each Strand is divided into four Substrands. The four substrands offer a different way of looking at student performance in each of the strands. The Substrands are interdependent, and should be considered when making judgements about a students level of achievement in a particular strand. The substrands are: Use of Texts(focuses on the increasing sophistication, complexity, variety and</li> </ul>



Criteria	Summative Statement: English	
	NTC Outcomes	W.A. Student Outcome Statements
Structure	<p>Writing(FS English Module, 1995).</p> <p>c) <b>Learning Through English: the ability and willingness to...</b> with reference to participation and attitude demonstrated in relevant English activities.</p> <ul style="list-style-type: none"> <li>• The area of viewing not made explicit though mentioned eg FS: M1:U1.1 listen to and <b>watch</b> a role play.</li> <li>• This pattern of outcome categories occurs throughout FS and GS.</li> <li>• Foundation Studies: Two modules of 5 units = total of 10 units. Module 1: total of 38 individual outcomes. Module 2: total 36 individual outcomes. Foundation Studies course: total of 74 individual outcomes. Average of 7.4 outcomes per unit. Of those 74 outcomes 29 are of the <b>Learning</b></li> </ul> <p><b>To Use English: the ability to..</b> type = 39.2%. 30 are of the <b>Learning about English: explicit Knowledge and understanding of...</b> type = 40.5%. of the total FS outcomes. 15 are of the <b>Learning through English: the ability and willingness to...</b> type = 20.3% of the total FS outcomes.</p>	<p>control students demonstrate when making and conveying meaning from spoken, visual and written texts); Contextual Understanding(focuses on the way language varies according to context and how language affects the way students view themselves and their world); Conventions(focuses on the use and interpretation of the conventions of oral communication, visual texts and written texts; Processes and Strategies( focuses on how students reflect and act upon their understanding of the way language works when speaking and listening, viewing, reading and writing. The substrands provide opportunities for more specialised analysis in each strand. Each of the four substrands is divided into 8 levels.</p> <p>The structure of the strands and substrands of the English Student Outcome Statements viewed as a matrix. Each axis of the matrix provides a context or a focus for the other. Neither is more important than the other(English SOS. p. 4)</p>

Criteria	Summative Statement: English	
	NTC Outcomes	W.A. Student Outcome Statements
Structure	<ul style="list-style-type: none"> <li>General Studies: Two modules of 5 units = total of 10 units. Module 1: total of 51 individual outcomes. Module 2: total 63 individual outcomes. General Studies course: total of 114 individual outcomes. Average of 11.4 outcomes per unit. Of those 114 outcomes 66 are of the <b>Learning to Use English: the ability to...</b> = 58%. 63 are of the <b>Learning about English...explicit knowledge and understanding of...</b> type = 28.9%. 15 are of <b>Learning through English: the ability and willingness to...</b> type = 13.1% of the total GS outcomes.</li> <li>NTC (Foundation and General Studies) 4 Modules = 20 units, total of 188 individual outcomes. Average of 9.4 outcomes per unit. Of those 188 outcomes 95 are of the <b>Learning to Use English: the ability to ...</b> type = 50.5%. 63 are of the <b>Learning about English: explicit knowledge and understanding of...</b> type = 33.5%. 30 are of <b>Learning through English: the ability and willingness to...</b> type = 16% of the total NTC course outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Four Strands each have 8 strand outcome statements, including a Foundation level making a total of 36. Each individual strand makes up 25% of the total strand outcomes.</li> </ul>

Criteria	Summative Statement: English	
	NTC Outcomes	W.A. Student Outcome Statements
<b>Structure</b>	<ul style="list-style-type: none"> <li>• The NTC: FS and GS English Component of the course is made up of 20 units. English units contain the outcomes to be achieved.</li> <li>• Each English Unit of work comprises: Course Title, Module, Unit name, Duration, Description of unit, Learning Outcomes, Work Requirements, Assessment. Following the unit is a suggested teaching/learning sequence for the unit. Teachers are not obliged to use it if they feel confident that they have the skills, knowledge and strategies to meet the outcomes of the course.</li> <li>• The programs of work are curriculum support materials. They have been developed to provide models of possible approaches to the teaching of the course. Teachers are not obliged to use them if they feel confident that they have the skills, knowledge and strategies to meet the outcomes of the course. It is recommended that teachers at least look through the programs before they commence teaching as they contain examples of best teaching practice to use with indigenous students in the essentially Western contexts of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Each of the four Strands are divided into four substrands of eight substrand outcome statements including a foundation level, a total of 36 substrands for each strand. Total substrand outcome statements = 144. Each set of substrands based on a strand, makes up 25% of the total substrands.</li> <li>• The Overarching Statement of the Curriculum framework describes 13 overarching outcomes to which all learning areas contribute. The Outcomes and Standards Framework comprises A further 66 learning area outcomes of which the English Student Outcome Statements form a part. (Overview SOS p. 1)</li> <li>• SOS are the mandatory aspect of Curriculum Framework.</li> </ul>

Criteria	Summative Statement: English	
Structure	NTC Outcomes	W.A. Student Outcome Statements
	<p>(FS &amp; GS English Modules, 1995. p. 1).</p> <ul style="list-style-type: none"> <li>• Outcomes under the three types are dot pointed.</li> <li>• Outcomes mandatory: must be achieved by students to complete NTC.</li> </ul>	

**Legend**

- 5. 80-100% congruence
- 4. 60-80% congruence
- 3. 40-60% congruence
- 2. 20-40% congruence
- 1. 0-20% congruence

Criteria	Summative Statement: English	
Achievability	NTC Outcomes	W.A. Student Outcome Statements
	<p>FS A Bridging Course Into Secondary Education -1 and GS A bridging Course Into secondary Education – 2 (1995) under the Assessment section express:</p> <ul style="list-style-type: none"><li>• Two types of assessment integral to the teaching and learning process: Formative and Summative Assessment.</li><li>• Summative Assessment tasks are used to determine students' final achievement and measure the extent to which the students have attained the outcomes of the courses. They are an essential part of the work requirements and given in each of the units.</li><li>• Each unit is made up of a number of Summative Assessment tasks that each combine to make a score out of 100 marks.</li><li>• The final assessment of students is expressed in terms of the following scales and descriptors.</li></ul>	
	<u>Alphabetical Scale</u>	<u>Descriptor</u>
	A+	Outstanding
A	Very High	
B	High	
C	Competent	
D	Marginal	
E	Low	
	<ul style="list-style-type: none"><li>• Are sequences of achievement over eight levels. The levels describe a continuum of increasing student understanding and skill development. Levels are neither age-related nor grade related so the rate of student achievement of outcomes will vary, given that individuals are likely to learn in different ways and at different rates. (Curr,Ass,Rep EDWA Policy Dec, 1998).</li><li>• Are a progress map' that describes how key concepts and skills develop as students achieve the learning outcomes set out in the Curriculum Framework (p. 1 Overview Student Outcome Statements).</li><li>• English SOS are grouped into four strands based on the language modes of Speaking and Listening, Viewing, Reading and Writing. The four strands are broken into the substrands Use of Texts, Contextual Understanding, Conventions and Processes and Strategies. The substrands offer a different way of looking at student performance in each of the strands. The substrands are interdependent and should all be considered when making a judgement about a students level of</li></ul>	

Criteria	Summative Statement: English	
	NTC Outcomes	W.A. Student Outcome Statements
<b>Achievability</b>	<ul style="list-style-type: none"> <li>• Moderation is a mandatory aspect of the NTC. Moderation is the process of comparing the assessments made by one teacher with those made by another, to ensure comparability of grading system-wide. It occurs at an internal level within a school where classes talk, read and compare student written and oral pieces. External level, an appointed moderator for FS or GS visits the schools and looks at a random selection of English Language Folio's at least once a year. If a moderator can not visit a school it will submit required work for moderation. Regional Meetings where groups of schools come together will be held at least once a year in term 3.</li> <li>• An English Language folio is a collection of work that the student puts together to demonstrate his/her written and oral competence. Each written and oral piece has a context sheet attached. Five written and two oral pieces are used for moderation drawn from a range of units(not just English).</li> <li>• Three kinds of awards exist for the NTC: unit statements(mini certificate for completion of each unit) statement of results and certificates on completion of FS and GS. (Eg of unit statements and certificates p.47, 51 of Handbook 1997).</li> </ul>	<p>achievement in a particular strand. (English SOS p. 4).</p> <ul style="list-style-type: none"> <li>• In English students are given a level from 1-8 based on strand and sub strand outcome statements. Within the substrands students can be at different levels from 1-8. E.g. In the Speaking and Listening Strand a student may be strong in Use Of Texts substrand and be at 3.1 but at 2.2 in Contextual Understanding.</li> <li>• Foundation Outcome Statements have been written for students with intellectual disabilities. For many of these students, achievement of the early levels of Student Outcome Statements may be a long term goal.</li> <li>• More long term determinates of achievement. A student can be in one particular year for up to two years (Willis, 1998).</li> <li>• Strand outcomes are a more general, and a synthesis of substrand outcome statements.</li> </ul>

Criteria	Summative Statement: English	
	NTC Outcomes	W.A. Student Outcome Statements
<b>Achievability</b>	<ul style="list-style-type: none"> <li>• No levels of which students are to progress.</li> <li>• Short to mid-term achievement rate of each individual outcome. Each English unit is broken into 20 hours which equates to 4 hours a week. Outcomes for each individual English unit can be met in approximately a month.</li> <li>• Outcomes gradually increase in number from FS to GS. FS had a total of 74 individual outcomes. An average of 7.4 for the 10 units. GS had a total of 114 individual outcomes. An average of 11.4. GS on average has 4 more outcomes per unit than FS.</li> <li>• In English students need to have attained the outcomes of a previous unit to be able to commence the next unit. Successful attainment of the previous units outcomes are a prerequisite for the next unit. Outcomes are developmental, increase in difficulty from one unit to the next and from FS to GS.</li> </ul>	<ul style="list-style-type: none"> <li>• Most Individual strand and substrand outcome statements contain many observable elements to be demonstrated E.g. SL. 2.2;4.2.</li> <li>• Mandated that by 2004 all EDWA schools will report in all eight learning areas using SOS (Curriculum Council Act 1997).</li> <li>• Part of the Implementation Timeline 1999-2003 Schools progressively implement curriculum under the Curriculum Framework and monitor and report on student performance using the SOS. 2004 - the Curriculum Framework together with the the Outcomes and Standards Framework(SOS) will be operational in all government schools.</li> </ul> <p>(Curriculum Directions 2, p.6).</p> <ul style="list-style-type: none"> <li>• Schools are currently and will be in an implementation phase of the Curriculum Framework and Student Outcome Statements within the context of agreed K-12 policies and guidelines related to Curriculum Provision, Student Assessment and Reporting to Parents, for a period of up to 5 years. (Curriculum Directions 2, p.6).</li> </ul>

Criteria	Summative Statement: English	
	NTC Outcomes	W.A. Student Outcome Statements
<b>Achievability</b>	<ul style="list-style-type: none"> <li>• Mostly one observable element to be achieved for each outcome. The element of the outcome can refer to a skill, demonstrated knowledge, understanding and or attitude. E.g. FS M1 U1.2 GS M1 U1.4</li> <li>• Most outcomes form part of a task.</li> <li>• Objectives as opposed to outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• A flexible approach to implementation exists allowing schools to determine their rate and order of up take. (Curriculum Directions 2, 1997 p.6).</li> <li>• Curriculum Directions 3, 1997 asks the question: "How will we use SOS to assess student progress – what will it look like? (p. 7). Answers included: teachers and individual schools will use a range of assessment tasks to make judgements about their students progress; use of pointers and work samples will assist in making those judgements, then using this information to assign students a level at the substrand or strand level; teachers and /or schools will decide the format that individual student records will take.</li> <li>• Outcomes describe learning which occurs at the end of a set of learning experiences. (Curriculum Directions No 2 1997 p. 8)</li> </ul>



Criteria	Summative Statement: English	
Achievability	NTC Outcomes	W.A. Student Outcome Statements
		<ul style="list-style-type: none"> <li>Includes Foundation Outcomes Statements (FOS) which have been written for students with intellectual disabilities. For many of these students, achievement of the early levels of SOS may be a long – term goal. (English SOS p. 8)</li> </ul>
<div data-bbox="150 751 999 847"> </div> <div data-bbox="1030 767 1399 1038"> <p><b>Legend</b></p> <p>5. 80-100% congruence</p> <p>4. 60-80% congruence</p> <p>3. 40-60% congruence</p> <p>2. 20-40% congruence</p> <p>1. 0-20% congruence</p> </div>		

<b>Criteria</b>	<b>Summative Statement: English</b>	
	<b>NTC Outcomes</b>	<b>W.A. Student Outcome Statements</b>
<b>Content – level of detail</b>	<ul style="list-style-type: none"> <li>• Outcomes are very explicitly stated FS M1 U2.2 use appropriate question forms in and interview situation.</li> <li>• Individual outcomes are specific and often observable and related to a specific task.</li> <li>• Content covers Speaking and Listening, Reading and Writing and Viewing mainly in isolation, with a focus on the oral modes of speaking and listening and reading early in Foundation Studies. Then gradually begins to focus more on writing and it's structures and processes towards the end of Foundation Studies and into GS and then through GS more explicitly integrates the modes of Speaking and Listening, Reading, Writing and Viewing. E.g. look at outcomes of FS unit 1 Personal Information then Unit 2 Signs and symbols Unit 3 Tell Me How You Felt an Oral Recount Unit 4 Enjoying Literature begin to deconstruct narratives, still focus on oral reading of them. Unit 5 Public Recitation still very much a focus on the oral mode M2 Unit 1 TV Soap Viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Broken into four strands of Speaking and Listening; Reading Writing and Viewing which are addressed in isolation.</li> <li>• Eight Strand outcomes for each strand which is further broken down into four substrands of Use of texts; Contextual Understanding; Conventions and Processes and Strategies.</li> <li>• Strand outcomes general.</li> <li>• Substrand more specific and very detailed. SL 2.2 Considers how speaking is adjusted..... but still general.</li> <li>• From the start all outcomes across all strands and sub strands are addressed in numerical order 1-8 for Strand outcome statements and 1.1-1.4 through to 8.1-8.4 for the substrand outcome statements.</li> <li>• Provide students with the communication skills and critical understanding of language</li> </ul>

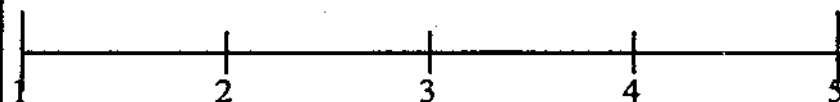
<b>Criteria</b>	<b>Summative Statement: English</b>	
	<b>NTC Outcomes</b>	<b>W.A. Student Outcome Statements</b>
<b>Content – level of detail</b>	<p>looks at visual media as a narrative, Unit 2 Plays and Players oral play and writing of scrip, Unit 3 Media Studies write news report by listening to radio news item. Unit 4 focus on writing a report. Unit 5 focus on studying informational texts. GS M1 Illustrations and Their Stories: listen to story, read narrative then write narrative. GS M1 U2 Letters to the Editor focus on writing letters. M2 Unit 7 read, view, listens to range of avertising in order to write there own. etc.</p> <ul style="list-style-type: none"> <li>• FS &amp; GS are each of 800 hours duration to be taken over four semesters. NTC = max 4 years duration to complete.</li> <li>• Content specifically aimed at secondary aged indigenous students from a language background other than English.</li> <li>• The Foundation Bridging Course Into Secondary Education – 1 (1995) states: “Content has been selected from existing Northern Territory curriculum T-12(based on National profiles) and takes into account the English language competence of the students, their levels of literacy and numeracy, the ESL and EFL- like contexts within which learning takes place, and the age range of the students(12-18 years)” (p.2).</li> </ul>	<p>necessary for active participation in society. (English SOS Introduction p.4)</p> <ul style="list-style-type: none"> <li>• Generic Outcomes that cover a Large breath of student abilities and content over a large time span from K-12.</li> <li>• Content of the outcomes is meant to be applicable for all students in government schools, as it will become the mandatory reporting tool in recording student achievement in 2004.</li> <li>• Curriculum Framework and SOS based on, drawn in part from, the National Learning Profiles. Ref ***</li> <li>• Includes Foundation Outcome Statements (FOS) which have been written for students with intellectual disabilities. (English SOS p.8)</li> </ul>

Criteria	Summative Statement: English	
Content – level of detail	NTC Outcomes	W.A. Student Outcome Statements
<div data-bbox="141 613 978 711"> </div>		

Legend	
5.	80-100% congruence
4.	60-80% congruence
3.	40-60% congruence
2.	20-40% congruence
1.	0-20% congruence

Criteria	Summative Statement: English	
	NTC Outcomes	W.A. Student Outcome Statements
<b>Language-</b> readability, comprehension, clarity of language	<ul style="list-style-type: none"> <li>• Short, specific and concise.</li> <li>• Dot points, not complete sentences.</li> <li>• Very explicit language used.</li> <li>• Provides examples of specific learning expected for many of the individual outcomes. (Main reference to language used).</li> <li>• 188 individual outcomes to read and address for the course.</li> <li>• Fairly simple language used, objective language.</li> <li>• Generally one idea, competency covered in each individual outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Wordy, long winded and uses jargon.</li> <li>• Stated in a general fashion.</li> <li>• Each outcome comprises of one sentence.</li> <li>• Need to be read two or three times for greater understanding.</li> <li>• Use compound sentences with more than one idea addressed in each outcome generally.</li> <li>• 176 individual outcomes to be read and addressed.</li> <li>• Fairly complex language used, descriptive language.</li> <li>• Generic Language used.</li> </ul>
Criteria	Summative Statement: English	

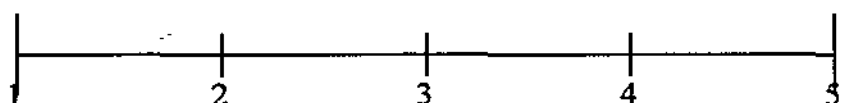
	NTC Outcomes	W.A. Student Outcome Statements
<p><b>Language-</b> readability, comprehension, clarity of language</p>		
<b>Criteria</b>	<b>Summative Statement: English</b>	



<u>Legend</u>
5. 80-100% congruence
4. 60-80% congruence
3. 40-60% congruence
2. 20-40% congruence
1. 0-20% congruence

	NTC Outcomes	W.A. Student Outcome Statements
<b>Implicit Values</b>	<ul style="list-style-type: none"> <li>• Designed and written specifically for Secondary Aged Indigenous Students from language backgrounds other than English who for a variety of reasons, have not yet attained academic Language proficiency (Cummins, 1991) they need, to undertake successful study at the secondary level.</li> <li>• Incorporates specific ESL and ESD strategies required for indigenous students.</li> <li>• Initially relate to person and local community context and gradually extends to wider community and world context.</li> <li>• Focus on Spoken English initially and gradually moves to developing written modes.</li> <li>• Outcomes are developmental through small incremented steps that slowly build required knowledge and confidence in English language knowledge and usage.</li> <li>• Specific English Language knowledge and usage is made very explicit.</li> </ul>	<ul style="list-style-type: none"> <li>• Designed and written to be used in all Western Australian government schools, and describe most of the outcomes students are expected to achieve in each of the eight Learning Areas, for the compulsory years of schooling.</li> <li>• From Level 1 achievement and knowledge includes a broad worldview.</li> <li>• Large, lineal, developmental jumps of expected learning progress based on mainstream students. (majority of student population) E.g. look at the jump in required English Language knowledge and usage from WA Student Outcome Statements level 1-4 across all four Strands.</li> <li>• Outcomes state what every student in government schools should know, understand, do and value from K-12 in the eight Learning Areas of Mathematics, English, Science, Society and Environment, The Arts, Health and P.E. Technology and Enterprise. (Within Learning Area Comparison reminder: Bodies of knowledge change, paradigms shift, will not Learning Areas, surely students will</li> </ul>
<b>Criteria</b>	<b>Summative Statement: English</b>	

Implicit Values	NTC Outcomes	W.A. Student Outcome Statements
	<p>Programs of work accompany the outcomes as curriculum support materials. They have been developed to provide models of possible approaches to the teaching of the NTC. The programs contain examples of best teaching practice to use with indigenous students in the essentially Western contexts of the classroom. The teaching-learning model used in the programs of work is drawn from current ESL methodology.</p>	<p>demonstrate learning not covered in the SOS. As knowledge changes so will the outcomes that record that knowledge. Education and the pursuit of knowledge are fluid and dynamic, so should assessment measures be, so how can you implace a mandatory set of outcomes on and ever changing student population and technological world in which they live.)</p> <ul style="list-style-type: none"> <li>Includes a Foundation Outcome Statement Level for students with intellectual disabilities an states that for those students, achievement of the early levels of SOS may be a long term goal. (Why not the same for ESL and ESD students same can be said for them especially Aboriginal students.)</li> </ul>



<b>Legend</b>	
5.	80-100% congruence
4.	60-80% congruence
3.	40-60% congruence
2.	20-40% congruence
1.	0-20% congruence



# **Within Learning Area Comparison**

Criteria	Within Learning Area Comparison: English	
	NTC Outcomes	W.A. Student Outcome Statements
<b>Structure</b>	<ul style="list-style-type: none"> <li>• NTC and WASOS are structurally different in the way they are set out, yet each endeavours to cover the English knowledge skills and understanding of students across the areas of Speaking, Listening, Reading, Writing, Viewing. WASOS combine Speaking and Listening into one area and include viewing as an explicit area.</li> <li>• They both include the understanding and sharing of values as part of the outcomes.</li> <li>• NTC has a total of 188 individual outcomes. WASOS has a total of 180 individual outcomes. A similar amount of outcomes given the NTC determines to bridge students into secondary school over a maximum of four years, where as, the WASOS span from K-12.</li> <li>• 84% of the NTC is focussed on equipping students with the explicit skills of being able to use English and an explicit knowledge and understanding about English. WASOS has an even coverage across the four modes of Speaking and Listening, Viewing, Reading and Writing.</li> <li>• The NTC outcomes are embedded within 20 units of work comprising a Course Title (FS or GS), Module, Unit name, Duration, Description of unit, Work Requirements and Assessment with the Learning Outcomes bring the mandatory element. WASOS form the basis of the EDWA Outcomes and Standards Framework (encompassed within the EDWA Policy for Curriculum, Assessment and Reporting, 1998)) used to * monitor individual student learning and plan for improvement; * to assess and report individual student achievement; and to * report school performance and demonstrated accountability. The use of the Outcomes and Standards Framework is mandatory in all Government schools.</li> <li>• NTC have nonobligatory programs of work that act as curriculum support materials.</li> <li>• Curriculum Council has issued 'Getting Started-English' curriculum support materials to aid teachers</li> </ul>	

in developing an outcomes-focussed approach to learning.

Criteria	Within Learning Area Comparison: English	
	NTC Outcomes	W.A. Student Outcome Statements
Achievability	<ul style="list-style-type: none"> <li>Both sets of outcomes are developmental in providing a sequence of achievement of increasing student understanding and skills development over a period of time. The WASOS are a sequence of achievement over eight levels based on strand and substrand outcome statements where as the NTC is a set of continuous outcomes with no levels.</li> <li>The NTC and the WASOS acknowledge that the outcomes determine students' final achievement and the assigning of outcomes occurs at the end of a set of learning experiences.</li> <li>NTC has clear procedures for assessment and measuring the extent to which students have attained the outcomes of the course. Performance from a number of Summative Assessment tasks for each unit determines the extent to which the students attained the outcomes. A scale and descriptors express students' final assessment.</li> <li>Comparability of grading (the extent to which students achieve outcomes) is ensured system-wide through a mandatory moderation process that occurs at both the local and system level, by and external moderator at planned and regular moderation meetings throughout the school year. Students English Language folios comprising of a set amount of student selected and teacher selected annotated (context sheets) oral and written pieces are used for moderation. The pieces are drawn from a range of tasks and units, not just English pieces.</li> <li>Students receive three sets of awards and recognition when participating in the NTC. a) <b>Unit Statements:</b> are mini-certificates awarded to students at the completion of every unit. Students receive a certificate for each unit they complete that has the outcomes typed on the back. Given that it takes approximately 4 weeks to complete English units, it is possible for students to receive a unit statement every month. b) <b>Statement of Results:</b> ongoing record of results (accessed on a semesterly basis). c)</li> </ul>	

**Course Certificates:** issued on completion of FS and GS (unit records on back)

<b>Criteria</b>	<b>Within Learning Area Comparison: English</b>	
	<b>NTC Outcomes</b>	<b>W.A. Student Outcome Statements</b>
<b>Achieveability</b>	<ul style="list-style-type: none"> <li>• The English component of the NTC FS and GS is 200 hours respectively, totaling 400 hours over 8 semesters (4 years). Students can attain all specified outcomes in approximately four years. Given that the NTC outcomes have no levels and are broken into English units that take approximately 4 weeks to complete and mostly deal with one observable element (skill, demonstrated knowledge, understanding and or attitude), individual outcomes have a short to mid-term achievement rate. The WASOS span from K-12 with students possibly attaining individual strand and substrand levels 1-8 that mostly contain many observable elements (skills, understanding, knowledge, attitudes and values), during that period, constitute more long term determinates of achievement. It is possible for students to be in one level for up to 2 years.</li> <li>• EDWA has mandated that all schools by 2004 will report in all eight learning areas using Student Outcome Statements (Curriculum Council Act 1997). Till 2004 schools according to the Implementation Timeline will progressively implement curriculum under the Curriculum Framework and monitor and report using Student Outcome Statements. Thus schools will be in an implementation phase for a period of up to five years. During this implementation phase schools have the flexibility to determine their rate, method and order of up take of the Student Outcome Statements. No prescriptive method exists for implementing and assigning Student Outcome Statements and levels across the schools, causing WA schools to be in a state of flux currently, and for the next 5 years.</li> <li>• Though there is no uniform method to assigning Student Outcome Statements, the pointer and work sample documents will be used in networking at the school and district level in attempt to maintain system comparability.</li> </ul>	

Criteria	Within Learning Area Comparison: English	
	NTC Outcomes	W.A. Student Outcome Statements
<p><b>Content – level of detail</b></p>	<ul style="list-style-type: none"> <li>• The definition of an outcome for the NTC and the WASOS is similar. The outcomes endeavour to cover essentially the same domains of learning. For the NTC knowledge, skills and understanding are covered, the WASOS cover what students know, understand value and do. In the areas of Speaking, Listening, Viewing, Reading and Writing.</li> <li>• The way in which the outcomes are structured and set out is different. Yet they essentially cover the same areas of the English Language (content) but on a different scale and in a different way.</li> </ul> <p><b>a) Learning to use English:</b> <i>the ability to..</i> referring to specific skills including Cognitive Processing (enable learners to understand, share values, attitudes and feelings, process information and think and respond creatively), Learning How to Learn ( enable learners to take responsibility for their own learning) and Communication strategies (use to organise and maintain communication).</p> <p><b>b) Learning About English:</b> <i>explicit knowledge and understanding of...</i> in reference to Standard Australian English (SAE) in the four areas of Listening, Speaking, Reading and Writing.</p> <p><b>c) Learning Through English:</b> <i>ability and willingness to..</i> with reference to participation and attitude demonstrated in relevant English activities.</p>	<p><b>1) Use of Texts:</b> focuses on the increasing sophistication complexity, variety and control students demonstrate when making and conveying meaning from spoken visual and written texts.</p> <p><b>2) Contextual Understanding:</b> focuses on the way language affects the way students view themselves and their world.</p> <p><b>3) Conventions:</b> focuses on the use and interpretation of oral communication, visual texts and written texts.</p> <p><b>4) Processes and Strategies:</b> focuses on how students reflect and act upon their understanding of the way language works when speaking and listening, viewing, reading and writing.</p> <div data-bbox="1552 1240 1980 1359"> <p><b>Legend:</b></p> <p>↔ Relationship</p> </div>

<b>Criteria</b>	<b>Within Learning Area Comparison: English</b>	
	<b>NTC Outcomes</b>	<b>W.A. Student Outcome Statements</b>
<b>Content – level of detail</b>	<ul style="list-style-type: none"> <li>• Outcomes of the NTC commence with a greater emphasis on spoken language, which gradually shifts to an emphasis on written language keeping in step with pedagogical approaches advocated in second language acquisition theory. The outcomes from the WASOS are evenly distributed across 8 strand and substrand levels from the outset and continue this pattern throughout.</li> <li>• The National Profiles and existing state curriculum have informed both sets of outcomes.</li> <li>• The outcomes of the NTC are explicitly stated and take into consideration the language competence of the students, their levels of literacy and numeracy, the ESL and EFL like contexts within which learning takes place and the age range of the students (12-18 years). They have been developed to target secondary aged indigenous students from a language background other than English and take approximately 4 years to achieve. The WASOS are a set of generic Learning outcomes, applicable to all students in government schools and endeavour to cover the breath of student abilities from K-12.</li> <li>• The WASOS include Foundation outcomes for a specific group of students with intellectual disabilities where it is acknowledged that achievement in the early levels may be a long-term goal. Outcomes for students with intellectual disabilities are not explicitly stated in the NTC.</li> </ul>	

Criteria	Within Learning Area Comparison: English	
	NTC Outcomes	W.A. Student Outcome Statements
<b>Language</b> – readability, comprehension, clarity of language	<ul style="list-style-type: none"> <li>• The language of the NTC outcomes is concise, explicit, objective and stated as dot points. One idea and or skill is covered in each individual outcome with specific examples of learning often included for greater understanding. A more complex and descriptive language is used in the SOS using what Willis (1998) describes as professional language. The SOS are stated using complete sentences which are often compound and more generic in nature addressing more than one idea and or skill.</li> <li>• A similar number of outcomes are to be read for the respective curriculums.</li> </ul>	

<b>Criteria</b>	<b>Within Learning Area Comparison: English</b>	
	<b>NTC Outcomes</b>	<b>W.A. Student Outcome Statements</b>
<b>Implicit Values</b>	<ul style="list-style-type: none"> <li>• The WA SOS have been designed and written to be used in all Western Australian Government schools describing what students from K-12 should know, understand, value and do across the Learning Areas of English, Mathematics, Science, Society and Environment, the Arts, Health and Phys Ed and Technology and Enterprise. The NTC has been designed and written specifically for secondary aged indigenous students from language backgrounds other than English who for a variety of reasons, have not yet attained academic Language proficiency (Cummins, 1991) they need, to undertake successful study at the secondary level. Across the learning areas English, Mathematics, Social education, Science, Career Education, Physical and Health Education, technical Studies, Home Economics, Arts and Keyboarding and Computing.</li> <li>• Given the scope of the WA SOS across a broad age, there exist large lineal developmental jumps of expected learning progress (achievement) between the levels. The NTC outcomes given their specific scope are developmental through small incremental steps that slowly build knowledge and confidence in English Language usage from and emphasis on the oral mode initially and then to the written mode.</li> <li>• ESL and ESD strategies required for indigenous students have informed the outcomes of the NTC. Specific and essential English Language Knowledge and usage has been made very explicit.</li> <li>• The NTC came complete with support documentation (programs of Work) across all it's learning areas. The WA SOS currently have support documentation ('Getting Started' materials) for the Learning areas of English, Science and Society and Environment.</li> <li>• The WA SOS endeavour to provide students with the communication skills and critical understanding of language necessary for active participation in society. (Discussion point: whose society)</li> </ul>	



Criteria	Within Learning Area Comparison: English	
	NTC Outcomes	W.A. Student Outcome Statements
Implicit Values	<ul style="list-style-type: none"> <li>The WA SOS make explicit outcomes for intellectually disabled students that are not found in the NTC.</li> </ul>	

# **Chapter 4**

## **Findings and Discussion**

### **Introduction**

Posner (1992) stated that “when selecting or adapting a curriculum for use in a particular classroom, school, or school district, it is important to determine whether or not it is appropriate for the situation” (p. 21). This notion can be applied to the outcomes of any curriculum as the appropriateness of the outcomes could act as the major determinant of success.

Using the data collected from the Summative Statements, Summary Scales and ‘within’ Learning Area Comparisons, an examination of the degree of compatibility between NTC and SOS and consequent relevance is made. In accordance with the research questions, this chapter provides a description of the theoretical assumptions of each document and how this knowledge affects their compatibility. Next follow comparisons between the outcomes of the NTC and SOS. Finally, the ways the NTC outcomes are suitable for achieving the SOS as documented by EDWA for Indigenous secondary students in remote communities is considered.

### **Theoretical Understandings**

*What theoretical assumptions underpin each document set?*

The major reason for the lack of compatibility between the outcomes of the NTC and SOS is due to the context in which each was written. This context provides the key to unlocking the theoretical underpinnings and assumptions of each document set. Posner (1992) indicated that the examination of curriculum requires an ability to identify and determine the extent to which assumptions underlying the curriculum are valid. The following is an attempt to unravel the theoretical assumptions underpinning the outcomes of the NTC and the SOS.

EDWA insists that there are certain outcomes that all students should reach as a result of attending government schools, due to its development and subsequent mandating of the SOS. Currently, the entire educational process (curricula/support materials, organisation, processes and professional development) related to EDWA is geared around enabling students to reach those specified outcomes reflected in the SOS documents (Curriculum Directions, 1997).

Encompassed within the philosophical direction of OBE is the underlying assumption that the outcomes specified are both appropriate to and attainable by all students attending government schools. The notion of pre-determined statements of performance, however, is problematic. A summary of the major issues is presented in Table 4.1.

Table 4.1

Disadvantages with the notion of pre-determined statements of performance (Lilburne, 1997)

Disadvantage	Description
Lowest acceptable standard	The pre-determined set of outcome statements could establish the lowest acceptable standard and thus be the lowest common denominator of student attainment.
No superior performance	Through stipulation of required performance ahead of time, a curriculum could allow no range for superior performance or alternative means of demonstrating attainment of the outcome.
Too superior performance	The pre-determined set of outcomes may be pitched at such a high level enabling attainment only possible to a minority of high achieving students.
Devalues affective dimension	The affective dimension of education is devalued as well as the creativity and cooperation that comprise the whole person.
Demand of teachers	Imposes excessive demands on teachers to further individualise instruction, plan enrichment and remediation, administer diagnostic assessment and maintain extensive records.
Capable students	Discriminates against the more capable students, as remediation takes priority over enrichment.
Trivialises knowledge	Assumes that content and knowledge can be broken down into outcomes, and thereby trivialises knowledge.

Willis (1998) stated that "an underpinning assumption of an outcome-focus is that students' learning will be enhanced if they are able to see clearly what it is they are aiming for and if they learn to 'self-assess'" (p. 14). This may be true, if the stated aim is appropriate for the students. Conversely, it could be said that certain students might perceive quite clearly, after their own self assessments, that they cannot achieve the aim or outcome specified, and consequently fail to attend and/or engage in other avoidance

behaviours. Avoidance behaviour may be further attributed to a lack of ability or effort due to the non-attainment of the outcomes causing further problems to occur. The problem may thus not be with the child, but with a set of inappropriate and unrealistic pre-determined outcomes.

With reference to accountability, Willis (1998) stated that: “the philosophy underpinning this approach (OBE) to accountability is that the desired student outcomes should be clearly articulated and it is these, rather than a multitude of policies and regulations about how schools should operate, which should be the foundation for decisions about curriculum, teaching, assessment, professional development, and so on” (p.13). While such a view may have merit, considerable problems may occur if the clearly articulated outcomes are inappropriate for specific groups of students. The foundational information gained, decisions about curriculum, teaching and professional development would be misinformed with regard to those specific groups of students.

According to Willis (1998) “outcome-focussed education is based on the belief that schools do and should control the conditions for success” (p.14). This belief is somewhat misinformed as the ultimate indicator of success, the outcomes themselves (SOS), are beyond the control of the school having been pre-determined at a systemic level by EDWA.

EDWA contends that the SOS will be useful and relevant for the next 25 or so years. In this ever increasing technological age, bodies of knowledge change and paradigms shift. As knowledge changes so should the outcomes that shape that knowledge. As education and the pursuit of knowledge are in a state of constant flux, the

outcomes that endeavour to evaluate that knowledge ought likewise to be dynamic. The wisdom in mandating a set of outcomes on an ever-changing student population and technological world for the next 25 years is an educationally dangerous leap in the dark.

The September 1997 issue of *Curriculum Directions* advocated the use of pointers and work sample documents in assisting Western Australian teachers in assigning students to a strand or substrand level on the SOS. Such documentation, however, is only valid if both the pointers and work sample documents are culturally appropriate and relevant to all students attending government schools.

The introduction of SOS has been described as a move towards a focus on outcomes rather than on inputs (Randall and Kerr, 1996). Grundy and Bonser (1997) stated that the use of SOS involved a shift in thinking from content to process. An experienced teacher cited in Grundy and Bonser stated "what concerns me is you've got to sit down and produce your own syllabus" (p. 8). A focus on outcomes may result in the de-emphasis of content or create a content vacuum during the implementation phases of the SOS.

The NTC courses were written as special category curriculum that addressed the specifically identified learning needs of secondary aged Indigenous students from backgrounds other than English. These students for a variety of reasons had not attained academic Language proficiency (Cummins, 1980, 1991) needed to undertake successful study at the secondary level. A set of outcomes informed by ESL and English as a Second Dialect (ESD) research and methodology acted as the assumed answer to an identified need.

The NTC is outcome based in the sense that the system has acknowledged what the students should learn, however, whilst the educational process is geared to meeting the outcomes of the NTC in the specific identified locations of need, it does not apply to all students within the Northern Territory. The NTC does not assume that all students should be assessed by the same outcomes, given that the context at each local level is different and undergoing constant change. This allows the freedom to be less prescriptive with regard to Special Category students.

The NTC outcomes have been mandated and are thus subject to the same problems and issues related to OBE discussed above with regard to the SOS, however, given the very specific context and purpose for which the outcomes were written, those issues are not as amplified. The NTC outcomes and the SOS are both a part of a traditional outcome based educational philosophy, though the NTC is at the more conservative end of the spectrum. The NTC is not as far advanced at a system wide level compared to the SOS.

## **Comparisons**

*What comparisons can be made between the NTC and the SOS?*

On a structural level compatibility exists in the following major areas as reflected in the Summative Statements and 'within' Learning Area comparison for the Structure. Both sets of outcomes endeavour to cover the English knowledge skills and understanding of students across the areas of Speaking, Listening, Reading and Writing and Viewing. A focus on the understanding and sharing of values is documented in both sets of outcomes.

A similar number of outcomes in the English Learning Area are evident in the NTC outcomes (numbering 188) and the SOS (numbering 180). Both have curriculum support documentation in the form of programs of work for the NTC and Getting Started Materials for the SOS. The outcomes have been mandated at a school, district and system level in their respective states.

The English SOS are a set of generic, leveled statements from 1-8 divided into four Substrands of Speaking and Listening, Viewing, Reading and Writing. The NTC outcomes exist as a non-leveled list embedded with twenty units of work with 84% of them focussed on equipping students with the explicit skills and knowledge of being able to use and comprehend SAE. The structural differences evident between the NTC and SOS make direct links between individual outcomes logistically and semantically implausible, the criteria of structure was thus given a 2 (20%-40%) on the congruence scale.

In terms of Achievability the compatibility between the two sets of outcomes was rated less than that of Structure with a rating of 1 (0-20% congruence) as reflected in the summative statements and 'within' Learning Area comparison for Achievability. Though both sets of outcomes are developmental, the NTC outcomes are a continuous set of statements that are not leveled, whereas the SOS are broken into eight levels across four Sub-Strands for the English Learning Area.

Achievement rates are different between the two sets of outcomes. The NTC outcomes constitute a short to mid-term achievement rate, with the SOS being more long-term determinates of achievement. It is possible for the students of the NTC to attain all



specified outcomes in approximately four years while the SOS take 12 years or longer. The NTC outcomes span from year 8-12. The SOS span from K-12 with the possibility of a student being placed in one of the eight levels for up to two years (Willis, 1998).

The methods of assessing achievement is not compatible. The NTC has clear procedures for measuring the extent to which students have attained the outcomes of the course and for ensuring system-wide comparability. No uniform or prescriptive method exists for assigning SOS given that schools are currently in the implementation phase of the Curriculum Framework until 2004. However, schools have available to them the pointers contained within the SOS documents and the Work Sample documents that can be used in networking, at the school and district level, in an attempt to maintain system wide comparability (Curriculum Directions, 1997).

The manner in which achievement is recognised is not compatible. Students receive three sets of awards and recognition when they achieve outcomes in the NTC on a monthly and semesterly basis, and at the completion of a course (18 months – 2 years). No uniform or prescriptive method exists for reporting on SOS. The methods used for recognising achievement in the SOS is a school based decision and may occur at varying intervals throughout the school year which may differ from school-to-school.

The NTC and the SOS clearly acknowledge that the outcomes determine students' final achievement and the assigning of outcomes occurs at the completion of learning experiences. The individual outcomes of the NTC and SOS function through a prerequisite relationship. Students cannot progress to the next level or outcome until previous outcomes have been attained.

With regard to Content, the compatibility between the NTC and SOS was rated as 2 (20%-40% congruence) as reflected in the Summative Statements and 'within' Learning Area comparisons for Content. The definition of an outcome was similar between the NTC and SOS and the domains of learning covered by the outcomes were essentially the same. Existing State curricula and the National Profiles have informed both sets of outcomes. However, even though the same areas of English Language content appear to be covered, these are undertaken with a different level of detail. The relationship between the content of the NTC outcomes and SOS is presented in Table 4.2 and indicates the differences.

**Table 4.2**  
Perceived Relationship Between the Content of the NTC Outcomes and WASOS

Breakdown of English NTC Outcomes	Breakdown of English SOS - Substrands
<p><b>a) Learning to use English:</b> <i>the ability to..</i> referring to specific skills including Cognitive Processing (enable learners to understand, share values, attitudes and feelings, process information and think and respond creatively), Learning How to Learn ( enable learners to take responsibility for their own learning) and Communication strategies (use to organise and maintain communication).</p> <p><b>b) Learning About English:</b> <i>explicit knowledge and understanding of...</i> in reference to SAE in the four areas of Listening, Speaking, Reading and Writing.</p> <p><b>c) Learning Through English:</b> <i>ability and willingness to..</i> with reference to participation and attitude demonstrated in relevant English activities.</p>	<p><b>1) Use of Texts:</b> focuses on the increasing sophistication complexity, variety and control students demonstrate when making and conveying meaning from spoken visual and written texts.</p> <p><b>2) Contextual Understanding:</b> focuses on the way language affects the way students view themselves and their world.</p> <p><b>3) Conventions:</b> focuses on the use and interpretation of oral communication, visual texts and written texts.</p> <p><b>4) Processes and Strategies:</b> focuses on how students reflect and act upon their understanding of the way language works when speaking and listening, viewing, reading and writing.</p>
<p>←→ Relationship</p>	

The NTC outcomes comprise a more, simple and explicit level of detail to that of the SOS. The NTC outcomes take into consideration the language competence, levels of literacy and numeracy, ESL and English as a Foreign Language (EFL) context within which learning takes place, as well as the age range of the students (12-18 years), thereby making the content notably specialised. Conversely the SOS are a set of generic, highly detailed learning outcomes, applicable to all students in government schools covering the breadth of student abilities from K-12.

The consideration of the ESL and EFL contexts in which learning takes place allows the outcomes of the NTC to commence with a greater emphasis on spoken language, which gradually shifts to an emphasis on written language. Such an approach augurs with pedagogical approaches advocated by second language acquisition theory (Cummins, 1991). The SOS are evenly distributed across 8 Strand and Sub-Strand levels thus giving equal emphasis to spoken and written English.

A rating of 1 (0-20% congruence) informed by the Language Summative Statements and 'within' Learning Area comparisons, was given to indicate the lack of compatibility for the Language of the outcomes. The concise, explicit, and largely objective language of the NTC outcomes makes them readable and comprehensible. Generally one skill and/or idea is covered in each of the individual NTC outcomes reflecting the ESL considerations stated above. Conversely, the SOS are stated using mostly compound sentences that address more than one idea and/or skill at a time making them more complex. The descriptive language used by the SOS has been identified by Willis (1998) as professional language. Thus the complex and generic nature of the SOS engenders their initial reading and subsequent comprehension difficult.

In the realm of Implicit Values there was little compatibility evident between the outcomes of the NTC and SOS as reflected in the summative statements and 'within' Learning Area comparison for Implicit Values and hence a rating of 1 (0-20% congruence) was assigned. This is due in part to the different purposes which the outcomes endeavour to meet. The SOS describe what all students in Western Australian Government Schools should know, understand, value and practise in English from years K-12. In an attempt to cater for all students across the State, the SOS are generic, contain large linear jumps of expected learning progress and are targeted at the 'norm' of the student population in Western Australia.

In contrast, the NTC outcomes have been written for secondary aged indigenous students in remote communities who for a variety of reasons, have not attained academic Language proficiency (Cummins, 1991) needed to undertake successful study at the secondary level. Thus the Outcomes of the NTC have been informed by ESL and English as a Second Dialect (ESD) strategies that have ensured that specific and essential English language knowledge and usage have been reflected explicitly within the outcomes.

The English SOS endeavour to provide students with "the communication skills and critical understanding of language necessary for active participation in society" (English SOS, p. 3). According to Leinhardt (1992) learning is related to the culture or community in which it exists. Partington and McCudden (1992) stated that Australia's population is made up of a diversity of peoples" (p. 274). Given the diverse nature of Australian society, it may seem audacious to expect that the SOS would be appropriate for Indigenous students whose background is vastly different to that of SAE speakers.

## **Indigenous Education**

*In what ways is the NTC suitable for achieving the SOS as documented by EDWA for indigenous secondary students in remote communities?*

Harrison (1992) stated that the success of Aboriginal students, given their different language backgrounds, lies in the teaching of appropriate content and strategies. A focus on outcomes does not outweigh the need for specialised content informed by ESL and ESD strategies in aiding Aboriginal students the opportunity of success at school. This section, in answering the above question, will initially address the limitations of the SOS regarding Indigenous students, which further enlightens the discussion on the suitability of the NTC in achieving the SOS.

An analogy used by Willis (1998) with reference to OBE suggests that “the outcomes become the lens through which the curriculum is viewed” (p.8). The underlying assumption of this analogy is that the lens is clear. The lens may be dirty, dull, broken and chipped possibly causing the curriculum to become distorted for some students.

The April volume of interim Curriculum Council update (1997) cited 10 tests that can be made to an outcome to determine its achieveability. Test 7 states:

Outcomes should be ‘inclusive’. This means that the criteria by which students are judged are transparent and fair. To be fair, an outcome should not be framed so that some students are less well positioned than others, for inappropriate reasons such as social class or ethnicity, to achieve them (p.6).

The SOS have been framed with an inherent SAE language bias that is required by students for successful attainment of the outcomes. Aboriginal students in remote Western Australian communities do not possess this competence given their geographic isolation and subsequent ESL and ESD backgrounds. Even EDWA recognised this in issuing the following statement in the English SOS:

For students from culturally and linguistically diverse backgrounds who are in the early stages of learning English as a second language, the ESL Bandscales or the ESL Scales provide descriptions of achievement of language proficiency. English SOS can then be used when appropriate (p.3).

*Australia's Language: The Australian Language and Literacy Policy* (1991) stated that students "learning through English as a second (or Foreign) language are said to take, on average, between five and seven years before they can operate on the same academic level as their English-speaking-background peers" (p.51). Given such a scenario, the SOS appears to be inappropriate for their entire primary school years, for those students learning ESL. Two questions become glaringly apparent. Firstly, why are Western Australian Remote Community Schools and all other schools where the majority of the clientele are learning through ESL, not using ESL Scales and ESL Band Scales? Secondly, why are all the current EDWA curriculum policies, and a large proportion of professional development funding, supporting an initiative that excludes a proportion of the student population? Curriculum Directions (1997) stated "all departmental curriculum initiatives will be consistent with and support the implementation of the Curriculum Framework and Student Outcome Statements" (p.6). This appears not to be the case.

The statement above detailing the use of the ESL Scales or ESL Band Scales for those students from culturally and linguistically diverse backgrounds acknowledges the specialised needs of a cohort of the Western Australian student population. To assess these students using SOS without them having first attained academic English language proficiency (Cummins, 1991) needed for success in mainstream schooling, would be inappropriate, unjust and discriminatory. The Foundation Outcome Statements (SOS Overview, 1998) have been established for "students with intellectual difficulties" (p. 4). There seems to be little justification in EDWA documentation for why intellectual difficulties have been catered for but not language difficulties.

The Hedland District Education Office (1996) acknowledged the need for special category curriculum in the Pilbara by undergoing a three-year pilot of the NTC in its four Remote Aboriginal Community Schools. The purpose of the pilot (1996-1998) was to "maximise educational outcomes and opportunities for secondary aged students who have identified literacy needs in Standard Australian English in the Hedland District" (p. 2). The pilot was a reflection that the current educational outcomes at the above schools were not being met and that a special category curriculum with more appropriate outcomes was necessary. The NTC special category curriculum outcomes were to act as a bridge to increase the English language proficiency of students to a level where they could succeed at a state mainstream secondary level.

The acknowledgement of the need for special category curriculum with more appropriate educational outcomes for Aboriginal students in remote locations, in many ways reflected a national trend. Ionn (1995) with reference to low participation rates of Aboriginal students, stated that the later age group of the compulsory years shows a

consistent rate of low participation. Smith (1997) with reference to Aboriginal students in remote locations stated that “despite the intensive efforts of dedicated Indigenous and non-Indigenous staff, literacy rates rarely achieve the equivalent of Year 4 by secondary age and school graduates rarely qualify for work outside the community” (p.10). Christensen and Lilley (1997) offered a possible suggestion for the above problems by calling educational systems to “recognise that Indigenous students have particular needs which are not addressed by existing assessment regimes” (p.44).

Given the specialised nature and context for which the NTC outcomes were written, it seems that they are not suitable for achieving the SOS as documented by EDWA. Rather, the NTC outcomes in relation to the SOS may embody a more transitory association than a direct relationship or suitability. The NTC outcomes may act as a bridge, enabling those students with culturally and linguistically diverse backgrounds to develop the English language proficiency needed to successfully attain the SOS.



# **Chapter 5**

## **Conclusion and Recommendations**

Grundy and Bonser (1997) stated that “current reforms within the educational sector mean that teachers’ work is increasingly being carried out in a state of almost constant flux” (p. 1). Brady (1996) described the current reform agenda as a strong commitment to OBE, reflected in the EDWA’s current implementation of the Curriculum Framework and associated SOS. Christensen and Lilley (1997) stated that “mainstream assessment methods disadvantaged, or at least failed to cater for, Indigenous students” (p.43). It is a possible intention of EDWA to implement the NTC across all Western Australian remote schools. It is against this background that the current study was undertaken to investigate the compatibility of the outcomes of the NTC and the SOS.

The study found that an attempt to make direct links between the outcomes of the NTC and the SOS was not beneficial. This was predominantly due to contextual differences embodied within the inherent purpose for which the outcomes of the NTC and SOS were written.

By undertaking a comparison of the NTC outcomes and the SOS, issues were raised into the possible problems of introducing mandated outcomes at a system level, especially with reference to Aboriginal students and other students from culturally, geographically and linguistically diverse backgrounds. The reasons for Western

Australian Remote Schools not using the ESL Scales and ESL Band Scales were also discussed.

The essence of compatibility between the NTC outcomes and the SOS can be found in the ability of the NTC outcomes for providing students from culturally and linguistically diverse backgrounds with the English Language competence necessary to successfully attain the SOS. Hence the outcomes of the NTC primary purpose would be to act as a bridge for secondary aged indigenous students into mainstream secondary schooling, i.e. to give them the opportunity to develop the English language competence to successfully attain the SOS.

After completion of the current study the following recommendations can be made:

- That Western Australian students with culturally and linguistically diverse backgrounds should have the opportunity to participate in special category curriculum of an appropriate nature that bridges their English language competency to a level that allows them to successfully attain the SOS.
- Until such time that the above recommendation is met, those students with culturally and linguistically diverse backgrounds should not have to attain the SOS.
- The NTC could act as special category curriculum to bridge students' English language competency to levels that allow them to successfully attain the SOS in Western Australian Remote Schools. The Learning Areas not investigated currently, would need to be considered and further investigated.

- An investigation should be conducted to ascertain how the NTC outcomes relate to the primary school. Could the outcomes of the NTC aid primary Indigenous students in developing earlier and at a faster rate the English Language competence needed to successfully attain the SOS?
- If EDWA decides to implement the NTC in all WA remote schools, the effectiveness of the implementation of the program, and its ability to bridge students English language competence to a level that enables them to successfully attain SOS, would need to be monitored.
- An investigation needs to be conducted to determine the relevance and appropriateness of the pointers contained within the SOS and the Work Sample documents for Indigenous students, in their use of aiding teachers to assess and make judgements about students' level of achievement in the SOS.
- An investigation needs to be undertaken to determine the extent to which the methods used by EDWA to maintain system wide comparability of outcome levels is equitable and inclusive of all students across the state. This needs to be undertaken concurrently with the implementation phase of SOS till 2005, when all Western Australian Government schools are required to report student achievement, in the eight Learning Areas, using the SOS.

In conclusion, it is suggested that dispensing with the NTC in favour of the SOS be at least delayed until further investigation is undertaken into assessing the appropriateness of the latter for Indigenous students. Further studies across the other seven learning areas are deemed necessary before any final decision can be invoked.

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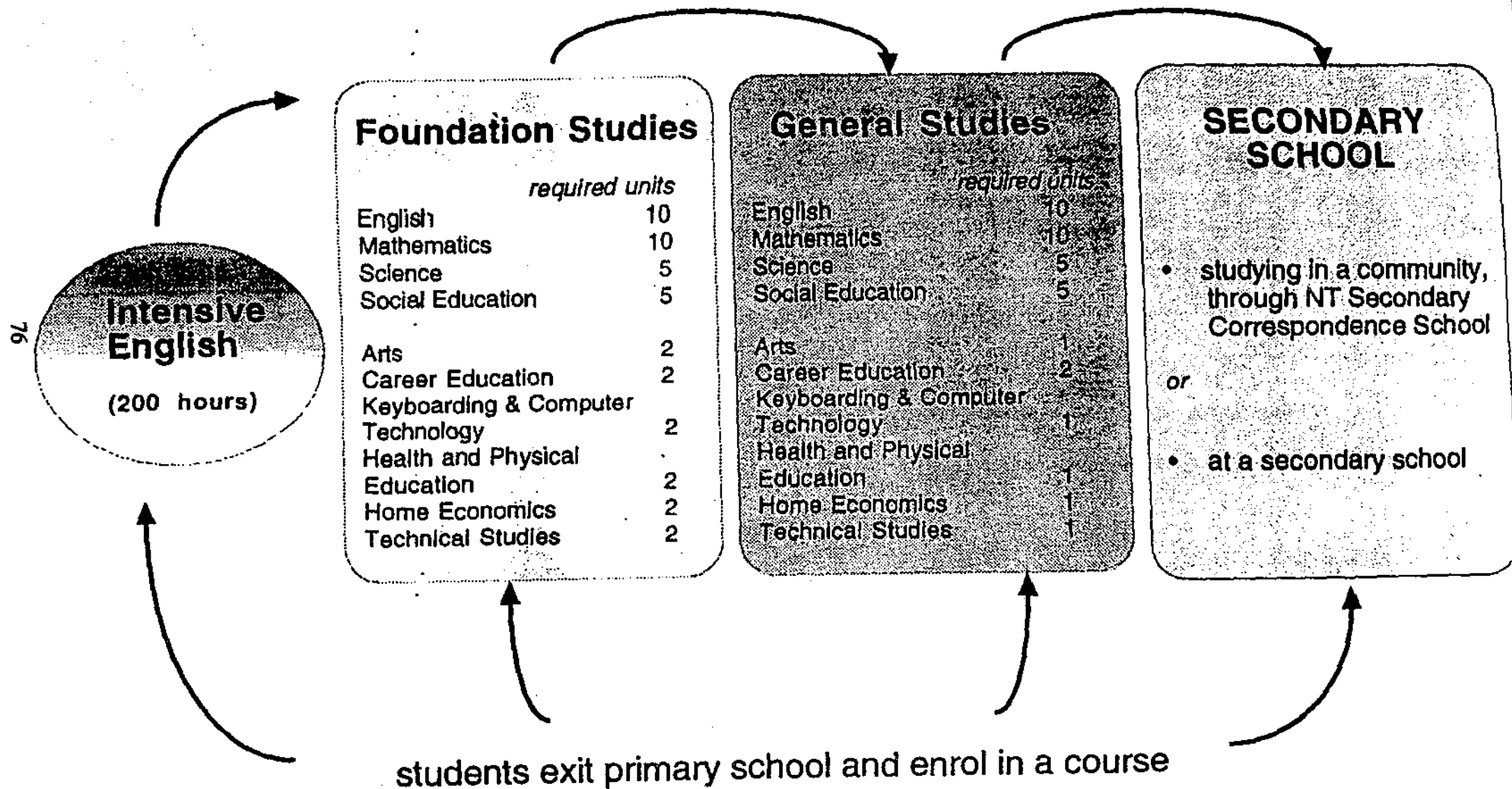
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# Appendix 1

## Educational Pathways for Secondary-age Indigenous Students



# Educational Pathways for Secondary-age Indigenous Students



## **Appendix 2**

### **Data Tables**

## NTC

### English Module Outcomes

#### Foundation Studies: Module 1 Unit 1: Personal Information

*the ability to*

- listen to and watch a role play
- respond appropriately to questions about their life and the lives of other people

*explicit knowledge and understanding of*

- how language is organised into question forms
- the particular spoken register used to ask people for personal information
- how to reconstruct meaning from information given on a retrieval chart

*the ability to*

- participate in role plays both as audience and participant.

#### General Studies: Module 1 Unit 1: Illustrations and their Stories

*the ability to*

- listen to a story being read
- read short narratives suitable for small children
- make connections between illustrations and text (nouns, verbs, concepts, events)
- match *illustrations* with the text
- actively participate in the joint construction of a short written narrative suitable for small children
- draw illustrations which support the written text (nouns, verbs, concepts, events)
- combine text and illustrations to make a book
- read the story aloud to a selected audience

*explicit knowledge and understandings*

- of the schematic structure and language features of a narrative text
- that characters and scenes may be portrayed through direct description as well as illustration

*the ability and willingness to*

- choose a book based on the extent to which the illustrations aid the meaning of the written text.

#### Foundation Studies: Module 1 Unit 2: Signs and Symbols

*the ability to*

- read non extended texts such as signs
- use appropriate question forms in an interview situation
- use appropriate interview behaviour such as eye-to-eye contact, attentive, interested listening

*explicit knowledge and understandings of*

- how signs are shortened versions of more extended texts

- symbols as texts which can be read

*ability to*

- decipher the message given by both symbols and words on signs

- read and understand signs displayed in a variety of contexts and for a variety of purposes discern the way different cultural groups use signs.

**General Studies: Module 1 Unit 2: Letters To The Editor**

*the ability to*

- identify the topic of a letter to the Editor

- identify the writer's point of view

- use the drafting process to produce a letter to the Editor

- write an argument in the form of a letter, using appropriate setting out.

*explicit knowledge and understandings that*

- the topic of a letter to the Editor is generally expressed in the opening statement

- a letter to the Editor is usually an argumentative or persuasive text

- that argument/persuasion genre has the following schematic structure: an opinion about something (a thesis) followed by evidence to support the point of view (arguments, logically sequenced) followed by a concluding statement

- that an argument is generally written in the simple present tense ('now time'); uses logical conjunctions such as *because, moreover, another reason, why, firstly, secondly, finally*; uses action verbs, thinking and feeling verbs being and having verbs; uses modality such as *should, must, ought, might, can, could*

*the ability and willingness to*

- identify topical issues through the forum of Letters to the Editor.

**Foundation Studies: Module 1 Unit 3: Tell Me How You Felt-An Oral Recount**

*the ability to*

- prepare and give an oral presentation of a recount dealing with personal emotions

- read a written text orally after preparation

*explicit knowledge and understandings of*

- how important non-verbal language is in helping to convey meaning

- the typical schematic structure and language features of a recount

- the importance of speaking clearly and coherently in an oral presentation

*the ability to*

- participate actively in language exercises

- demonstrate that emotions can be expressed in many ways including the arts.

**General Studies: Module 1 Unit 3: Take Note!**

*the ability to*

- read a variety of texts with understanding

- listen attentively to an oral presentation

- identify key words in oral and written texts

- record information from oral and written texts using note form
- skim a written text to gain an understanding of its main idea
- scan a written text for specific detail
- organise notes logically
- expand notes into full oral and/or written texts.

*explicit knowledge and understandings that*

- whole texts can be summarised in note form
- whole texts can be reconstructed from notes
- key words carry content meaning
- skimming and scanning are particular ways of reading.

*the ability and willingness to*

- recognise that the skills of note taking and note making have an application across the curriculum and in everyday life.

#### **Foundation Studies: Module 1 Unit 4: Enjoying Literature: Poetry and Narratives**

*the ability to*

- read poetry aloud with an understanding of the use of rhythm and rhyme to convey meaning
- read poetry silently
- read a story orally after preparation
- deconstruct a narrative to *identify* its schematic structure, e.g. orientation, complication, resolution

*explicit knowledge and understandings of*

- rhyme and its use as a cohesive(unifying) device
- the typical schematic structure and typical language features of a narrative
- how events are sequenced in time

*the ability to*

- understand narratives as stories which are drawn from real life but which have not exactly happened in exactly the way described in the narrative
- enjoy poetry for itself and also for its use as lyrics in songs.

#### **General Studies: Module 1 Unit 4: Biographies & Autobiographies**

*the ability to*

- listen critically to a number of autobiographies
- read a number of autobiographies
- transpose an autobiography into a biography, i.e. change text from 'I', 'we', to 'he', 'she', 'they'
- sequence events chronologically
- write a short biography

*the explicit knowledge and understanding that*

- autobiographies are written in the first person (I, we) and that biographies are written in the third person (she, he, they)
- biographies have the same schematic structure and language features as historical recounts

*the ability and willingness to*

- recognise that biographies and autobiographies are powerful social records of events that have shaped the lives of particular people
- recognise that biographies and autobiographies can raise awareness of social issues.

**Foundation Studies: Module 1 Unit 5: Public Recitation**

*the ability to*

- read a narrative orally
- perform a rehearsed reading of a narrative
- memorise and recite a poem to a selected audience

*explicit knowledge and understandings of*

- rhyme and its use as a cohesive device
- rhythm and how it provides the 'music' to poetry
- the concept of stanzas (verses)
- the appropriate use of stress and intonation in recitation in order to evoke a sense of drama in the listener

*the ability to*

- present themselves appropriately for speaking to an audience, e.g. neat appearance, clear, speaking voice, good posture.

**General Studies: Module 1 Unit 5: The Art Of Silence**

*the ability to*

- watch critically a number of mime performances on video/film
- arrive at a definition of mime through viewing and discussing videos
- identify the essential features of mime, e.g. depends on careful observation of an action, is non-verbal, requires intense concentration, uses few or no props, is performance
- actively participate in the planning and performance of a mime
- actively participate in rehearsals
- critically evaluate own performance.

*explicit knowledge and understandings that*

- size, weight, texture, sound, smell and taste of an object or activity need to be conveyed using the body only
- observation and concentration are essential elements of mime.

*the ability and willingness to*

- view the body as a powerful instrument of communication.

**Foundation studies: Module 2 Unit 1: TV Soap-Viewing**

*the ability to*

- construct meaning from visual media texts which have been designed to be watched in segments
- talk about what has been viewed using appropriate terminology, e.g. soap, episode, character, scene

*explicit knowledge and understanding*

- that texts are constructed by people and represent real and imaginary experience
- of what idiomatic language is

- of ways to express an opinion and justify it
- that TV serials are visual narratives

*the ability to*

- identify the ways communication takes place between characters in a visual text and between the characters and the viewer.

#### **General Studies: Module 2 Unit 6: What Is Poetry?**

*the ability to*

- recognise poetry as distinct from prose when listening to it, reading it or watching it performed
- read poetry aloud with an understanding of the use of rhythm to convey meaning
- find and read poetry of their own choice
- perform poetry with others, using voice and movement to convey meaning
- write poetry which may innovate on a known poem

*explicit knowledge and understanding*

- that not all poems have to rhyme
- that the same subject may be treated differently by different poets
- that all poetry has rhythm

*the ability and willingness to*

- enjoy poetry
- identify and reflect on the ideas and beliefs in the poetry they hear and read.

#### **Foundation Studies: Module 2 Unit 2: Plays and Players**

*the ability to*

- play a role in a scripted play, using an audible voice and appropriate movement

*explicit knowledge and understanding*

- that reading a drama script involves 'producing' it in their head
- that drama scripts have a particular setting out
- that drama is an oral narrative genre where the spoken dialogue creates the text
- about the expectations of audience behaviour in a drama/theatre presentation

*the ability to*

- develop their imaginative and creative capacity in order to act as another person in a given situation.

#### **General Studies: Module 2 Unit 7: Who Will Buy?**

*the ability to*

- read, view, listen to and understand the language and images of a range of advertisements for a range of products
- analyse the language and images used in order to identify the target groups, e.g. All the actors in the Coke advertisements are teenagers. The slogan used is 'Coke adds life!' Here 'life' = youth. Advertisement targets youth.
- talk about how the language and the images have been combined to send a particular message to a particular audience.
- identify a group within the community to target as prospective consumers of a selected product
- construct a simple likes/dislikes survey for research use

- create and evaluate an advertisement which targets an identified group in the community

*explicit knowledge and understanding*

- that emotive and descriptive language is used in advertising
- the use of slogans or catchphrases is common in advertising, e.g. 'Oh, what a feeling!'
- full sentences are not always used in advertising
- commands are used frequently in advertisements, e.g. 'Ring now! "Don't miss ... "Buy now!'

*the ability and willingness to*

- understand that the purpose of advertising is to persuade people to buy particular products
- understand that advertising is one of the most powerful influences in our lives, e.g. what we eat, what we wear, what we drive.

#### **Foundation Studies: Module 2 Unit 3: Media Studies**

*the ability to*

- listen to and understand a radio presentation of a news item
- read a short news report
- listen to and watch a television news report
- identify relevant information to enter onto a retrieval chart
- write a short news report

*explicit knowledge and understandings about*

- the typical schematic structure and language features of a news report

*the ability to*

- identify on a map of the world those places mentioned in news reports
- recognise that news reports are accounts of real events.

#### **General Studies: Module 2 Unit 8: The Last Act**

*the ability to*

- identify and talk about the writer's message (theme) and the elements of the plots of the play that have been read
- identify dialogue, stage directions, any sound effects in a play script
- negotiate a topic for a play
- negotiate a message (theme) to be conveyed by the play, e.g. crime doesn't pay
- collaboratively, in small groups, write a script for a play
- memorise a character's part in a collaboratively written play
- participate in the performance of the play
- speak clearly and fluently with confidence and expression
- evaluate own performance

*explicit knowledge and understanding that*

- the language of plays is drawn from oral text
- different characters speak in different ways
- events are sequenced in a way that holds the audience's attention



- a play script, although a narrative, is written in a different form, e.g. as dialogue rather than prose
- drama is a participatory form of literature

*the ability and willingness to*

- recognise that plays can comment on social issues
- explore and comment on the variety of subjects which can be treated through the medium of performance.

#### **Foundation Studies: Module 2 Unit 4: What Do You Do? A Report**

*the ability to*

- request a person's cooperation in completing a written questionnaire
- use appropriate language and behaviour when requesting a person's cooperation
- read and understand a factual report
- write a report

*explicit knowledge and understandings of*

- the basic schematic structure and typical language features of a factual report
- how to transform information on a retrieval chart into extended written text

*the ability to*

- recognise that one way to organise information so that it describes an occupation is to write a report.

#### **General Studies: Module 2 Unit 9: The Novel-An Introduction**

*the ability to*

- listen attentively to the reading of a novel
- identify the plot, characters and settings in a novel
- predict events
- express opinions orally and in writing
- pose and respond to questions
- identify conflicts as they arise in the plot
- recognise how or if conflicts are resolved by the characters
- maintain a reading response journal

*explicit knowledge and understanding that*

- a novel has one major conflict or complication which is resolved at the end of the narrative
- within this major conflict there are a number of smaller conflicts and resolutions which are designed to maintain the reader's interest throughout the novel
- the relationships between characters, e.g. friends, enemies, may change in the course of a novel as a consequence of characters reactions to events

*the willingness and ability to*

- enjoy and appreciate literature through the study of a novel

**Foundation Studies: Module 2 Unit 5: Profile of the Local Community**

*the ability to*

- read and understand basic informational texts such as those found in tourist brochures and information pamphlets
- read texts written in a variety of forms, e.g. information on a retrieval chart
- reconstruct meaning from information given in note form

*explicit knowledge and understanding*

- the purpose of some organisational features of written informational texts (headings, diagrams, maps)
- the schematic structure of factual description genre
- the language features typical of factual description genre
- the appropriate use of descriptive vocabulary as it pertains to the local community

*the ability to*

- construct an informational pamphlet using data gathered through interviews, research and informal discussion.

**General Studies: Module 2 Unit 10: Responses To The Novel**

*the ability to*

- read extended texts silently and with understanding
- identify a character in a novel from written descriptions of their appearance and personality
- identify the writer's choice of language in describing a particular setting in a novel
- write a character description in response to a set question on the novel
- write an argument in response to a set question on the novel
- use the mechanics of English appropriately, e.g. commas, full stops, question marks, capital letters, upper and lower case letters
- maintain a personal reading response journal

*explicit knowledge and understanding that*

- writers finish chapters at a point which maintains reader's interest, i.e. the reader wants to carry on reading to find out what happens next
- writers choose their language carefully to convey their exact meaning, e.g. 'birds *twittering*' is different from 'birds singing'
- expository text typically has the same schematic structure and language features as argument / persuasion genre
- literary descriptions such as character descriptions have the same schematic structure and language features as factual descriptions

*the willingness and ability to*

- enjoy and appreciate literature through the study of a novel
- identify and reflect on their own experience in relation to the issues explored in the novel they read

## Speaking and Listening Strand Outcome Statements

- F. Recognises that particular patterns of behaviour are used to communicate. Responds to a variety of auditory stimuli conveys needs, expresses meaning and interacts using simple language structures; and shows an emerging awareness of the conventions of social interaction.
1. Listens to and talks with students, teachers and other known adults in routine classroom activities; and uses own variety of English and generally stays on topic, sharing personal experiences and using strategies to adjust communication in familiar situations.
  2. Listens and talks confidently with peers, teachers and other adults in school activities; is aware of the need to change speaking and listening to suit different situations; and experiments with ways to improve communication with others.
  3. Uses an increasing range of spoken texts to communicate ideas and obtain information; and, when communicating about familiar concepts, usually uses the structures and features of spoken language appropriately, adopting speaking and listening to suit different purposes.
  4. Identifies the main ideas in familiar spoken texts and expands on these, controlling most linguistic structures and features of spoken language; improves communication by considering audience and purpose; and plans, rehearses and thinks about own listening and speaking.
  5. Interacts in structured and unstructured groups to talk about and interpret accessible topics involving the exploration of challenging ideas; judges the appropriateness and the effect of text form and register in relation to purpose, audience and context; identifies some language structures and features used to influence audiences, and selects, applies and adjusts strategies for improving communication.
  6. Examines complex issues and ideas in an increasing range of structured and unstructured speaking and listening situations; identifies ways in which social and cultural factors and background knowledge influence the presentation and interpretation of spoken texts; experiments with verbal and non-verbal language and text organisation in the construction of own spoken texts, explaining how these elements are used to achieve particular effects. and controls a wide range of strategies and uses them to enhance communication.
  7. Speaks and listens effectively in a wide variety of contexts, deals with complex subject matter and considers the ways in which texts, contexts, speakers and listeners are related; uses oral language structures and features effectively to present ideas and information; monitors the elements of spoken language used by others; and prepares, adjusts and delivers a range of spoken texts, evaluating the effectiveness of oral communications expected in formal and informal situations.
  8. Speaks with confidence and listens evaluatively by interacting responsively and critically in formal and informal situations; develops sophisticated understandings of the power and influence of oral communication; analyses, selects and controls the elements of spoken texts; crafts oral communication through critique and manipulation for calculated effect.

Speaking and Listening Sub-Strand Outcome Statements			
F. 1 a Conveys needs, expresses meaning and interacts using simple language structures including vocalisations and gestures. F. 1 b Responds to a variety of auditory stimuli, including familiar language pattern	F.2 Shows emerging awareness of the conventions of social interaction and conveys needs and preferences appropriately.	F.3 Experiments with simple language structures to make and convey meaning.	F.4 Recognises that particular patterns of behaviour are used to communicate.
1. 1a Uses expressions of routine social interaction correctly, recounts and discusses personal experiences; and conveys key information or ideas on a familiar topic. 1. 1b Responds to questions, instructions, statements and narratives, characterised by simple linguistic structures, brevity, familiarity and predictability.	1.2 Shows emerging awareness of school SL purposes and expectations for using and interpreting spoken language.	1.3 Draws on the linguistic structures and features of own variety of English when speaking and listening, and relies on simple sentences or uses simple connectives to link ideas.	1.4 Uses a small range of strategies to adjust communication in familiar situations.

2.1 a Explains familiar procedures, describes or recounts events in logical sequence and sustains conversations on a familiar topic. 2.1 b Identifies the main idea in short, clearly-articulated informational and expressive spoken texts.	2.2 Considers how speaking is adjusted in different situations; observes conventions of taking turns, asking questions, interrupting; and makes some use of non-verbal cues and differences in tone and pace of text delivery.	2.3 Understands and experiments with more complex grammatical connectives and linguistic features for interpreting and expressing spoken ideas and information.	2.4 Experiments with and demonstrates an emerging awareness of the application of strategies for formal and informal interaction.
3.1 a Interacts to express opinions and perceptions, participates in problem-solving discussions with peers and gives brief reports and summaries 3.1 b Obtains specific information from informational and expressive spoken texts; follows peer discourse in group discussions, and identifies key information in an audio or video-text on familiar topics.	3.2 Recognises that certain forms of spoken text are associated with particular contexts and purposes.	3.3 Usually uses linguistic structures and features of spoken language appropriately for expressing and interpreting ideas and information.	3.4 Uses a variety of strategies to assist and sustain communication about known concepts in familiar contexts
4.1 a Develops and presents familiar ideas and information and supports opinions with some detail in a variety of classroom SL situations. 4.1 b Identifies the main ideas and supporting details of clearly-structured spoken informational or expressive texts and identifies alternative viewpoints in spoken, audio and video texts on an issue relating to a familiar topic.	4.2 Considers the appropriateness of text form and register and the conventions of non-verbal communication in relation to audience when speaking and listening in familiar situations.	4.3 Controls most linguistic structures and features of spoken language appropriately for expressing and interpreting meaning and developing and presenting ideas and information in familiar situations.	4.4 Draws on a range of strategies and deliberately adjusts speaking and listening to meet the needs of the task.
5.1 a Interacts with peers in structured situations to discuss familiar or accessible subjects involving challenging ideas and issues. 5.1 b Processes ideas and information from a range of classroom texts dealing with challenging ideas and issues, including sustained-teacher and peer discourse and audio and video texts.	5.2 Judges the appropriateness and effect of text form and register in relation to audience, purpose and context when speaking and listening.	5.3 Discusses and experiments with some linguistic structures and features that enable speakers to influence audiences.	5.4 Selects and applies appropriate strategies for monitoring and adjusting communication in a range of contexts.
6.1 a Conveys detailed information and explores different perspectives on complex issues when interacting with known social groups in formal and informal situations. 6.1 b Processes ideas and information and identifies different perspectives on complex issues in spoken texts, including sustained and unstructured discourse, in a variety of media and situations.	6.2 Identifies ways in which sociocultural background, knowledge and opinion influence the meanings that speakers and listeners convey and receive.	6.3 Explains how speakers use linguistic structures and features to influence audiences; and experiments with these to achieve particular effects in the construction of own spoken texts.	6.4 Controls a wide range of strategies and uses them to enhance communication about complex issues.
7.1 a Speaks effectively in a variety of contexts in ways that address complexity of purpose and subject matter and the requirements of particular audiences. 7.1 b Identifies key ideas, supporting details, concepts information in a wide range of complex and demanding texts and recognises the values and assumptions implicit in those texts.	7.2 Considers the interrelationships between texts, contexts, speakers and listeners in a range of situations.	7.3 Considers how factors of audience, purpose and context influence the choice of linguistic structures and features used to present ideas and information through spoken texts.	7.4 Applies the understandings gained from evaluating own and others' communication in situations characterised by complexity of purpose and subject matter.
8.1 a Interacts responsively, critically and confidently with audiences on specialised topics in formal and informal situations and consistently achieves a variety of purposes in speech. - 8.1 b identifies implicit arguments, propositions and assumptions underlying both structured and unstructured oral discourse in a variety of media and situations.	8.2 Shows sophisticated understanding of the power and effect of spoken language when speaking and listening.	8.3 Analyses how linguistic structures and features affect interpretations of spoken texts, especially in the construction of tone, style and point of view, and controls these for calculated effect in the construction of own spoken texts.	8.4 Critiques and manipulates strategies that draw on sophisticated understanding of form, content and audience to craft communication.

## Viewing Strand Outcome Statements

- F Responds to visual texts by demonstrating attending behaviours, recognising common elements and using strategies to access content.
1. Retells meanings and makes simple interpretations from visual texts, often making connections with own experiences; uses cues to predict meaning from visual texts; and demonstrates an emerging awareness of the use of symbols and conventions.
  2. Discusses and categorises familiar visual texts; understands that these texts are created by people to represent real or imaginary experiences. identifies some distinguishing features of, and interprets some symbolic meanings in commonly viewed texts; and uses knowledge of familiar texts to construct meaning from new texts.
  3. Examines and discusses ways in which the content and purpose of visual texts dictate their form; identifies and interprets simple symbolic representations and stereotypes; recognises ways in which particular codes or conventions work to shape a viewer's understandings; and integrates a variety of strategies for interpreting familiar visual texts.
  4. Uses knowledge of the characteristics of a range of visual texts to construct meaning; understands that texts are constructed for particular purposes and audiences; identifies the ways in which the codes and conventions of visual texts work to shape viewers' interpretations; and selects, uses and reflects on strategies for different viewing purposes.
  5. Explains possible reasons for various text interpretations; uses knowledge of narrative structures to justify own understanding of ideas and issues. and applies knowledge of contexts, text forms and codes and conventions to reflect on how visual texts are constructed to be viewed in particular ways.
  6. Explores different perspectives on complex issues through viewing a range of texts; relates these perspectives to personal understanding of the world; considers the contexts in which texts were created and how these are reflected in the texts; compares the features of visual texts to highlight similarities and differences. and draws on a repertoire of strategies to maintain understanding when viewing extended or challenging texts.
  7. Constructs and justifies meaning from a range of complex visual texts; considers the interrelationships among texts, contexts, viewers and producers; comments on the way that point of view is constructed; and critically evaluates strategies used to view texts.
  8. Analyses and criticises an extensive range of visual texts, including visually and structurally demanding texts; analyses the sociocultural values, attitudes and assumptions projected and reflected by visual texts, and the ways viewers are positioned and their interpretations are shaped; and adopts viewing strategies that facilitate detailed critical evaluation of visual texts.

Viewing Sub-Strand Outcome Statements			
Use of Texts	Contextual Understanding	Conventions	Processes and Strategies
F.1 Demonstrates attending behaviours and recognises common objects in visual texts.	F.2 Recognises some familiar content in visual texts.	F.3 Recognises some elements in visual texts.	F.4 Demonstrates strategies to access visual texts.
1.1 Retells meanings and makes simple interpretations from visual texts.	1.2 Makes connections between own knowledge and experience and ideas, events and information in viewed texts.	1.3 Demonstrates emerging awareness and use of symbols and conventions when making meaning from texts.	1.4 Recognises and uses cues, including background knowledge, to predict and make meaning from visual texts.
2.1 Identifies, categorises and makes inferences about visual texts based on familiar structures.	2.2 Understands that visual texts are constructed by people to represent real and imaginary experience and identifies simple symbolic meanings.	2.3 Recognises and interprets some conventions of visual texts.	2.4 Uses basic strategies for interpreting visual texts and maintaining continuity of understanding.
3.1 Understands the interaction between form and content in visual texts.	3.2 Recognises the relationship between context and form, including simple symbolic representations, identifying purpose and meaning.	3.3 Identifies and uses the codes and conventions characteristic of a range of text types to construct meaning.	3.4 Integrates a variety of strategies for interpreting familiar visual texts.
4.1 Uses knowledge of principal characteristics of visual texts to construct meaning.	4.2 Recognises that visual texts are constructed for particular purposes and to appeal to certain groups.	4.3 Identifies and discusses how codes and conventions work to shape viewers' understandings of visual texts.	4.4 Reflects on and discusses the strategies used to make meaning from a variety of visual texts.
5.1 Justifies own interpretation of ideas in visual texts using knowledge of narrative and non-narrative texts.	5.2 Explains possible reasons for varying interpretations of a visual text.	5.3 Draws on knowledge of how codes and conventions shape viewers' interpretations of visual texts.	5.4 Applies knowledge of context and conventions to reflect on how visual texts are constructed to be viewed in particular ways.
6.1 Explores through viewing a range of texts and relates these perspectives to personal understanding of the contemporary world.	6.2 Considers the contexts in which texts were or are created and how these are reflected in visual texts.	6.3 Compares the conventions and features of visual texts to highlight their similarities and differences in form and meaning.	6.4 Draws on a repertoire of strategies and approaches to maintain understanding through extended or challenging visual texts.
7.1 Constructs meanings from a range of texts including those characterised by complexity of construction and subject matter and justifies these with detailed and well-chosen evidence from the text.	7.2 Considers a variety of interrelationships between texts, contexts, viewers and producers of visual texts.	7.3 Identifies and comments on the impact of techniques used to focus audience attention in the construction of point of view.	7.4 Use viewing strategies that enable detailed critical evaluation of a range of visual texts.
8.1 Analyses and criticises, in a lucid way, texts produced for a range of purposes and audiences, including popular texts and demanding texts which may involve varied narrative perspectives and subtle subtexts.	8.2 Analyses visual texts in terms of the sociocultural values, attitudes and assumptions they project and reflect.	8.3 Analyses the impact of techniques intended to position viewers and shape their interpretation of texts.	8.4 Uses viewing strategies that enable detailed critical evaluation of visual texts and makes links to the sociocultural world.

## Reading Strand Outcome Statements

- F. Responds to texts by demonstrating attending behaviours, recognising common elements and using strategies to F access content in printed texts.
1. Engages in reading-like behaviour and demonstrates understanding that written symbols and illustrations convey information.
  2. Uses basic strategies to locate, select and read a range of simple texts; recalls and discusses significant ideas from texts; and understands that people write about real and imagined experiences.
  3. Integrates a range of strategies to interpret and discuss relationships between ideas, information and events in written texts; identifies and uses language structures; and recognises and discusses the use of symbols and stereotypes to make meaning.
  4. Understands how language structures work to shape meaning,- explains possible reasons for varying interpretations; and justifies own interpretation of ideas, information and events in texts.
  5. Discusses and compares texts to examine issues, ideas and effects. pays attention to synthesising information from different sources to construct reasoned responses; and recognises that texts are constructed for particular audiences and purposes.
  6. Draws on a repertoire of strategies, including knowledge of sociocultural contexts, to maintain understanding while reading, comparing and evaluating different texts containing complex issues.
  7. Reads critically and discusses a wide range of complex texts, selects substantial evidence to justify own interpretations of those texts and identifies ways in which text structure can influence a reader's reactions.
  9. Reads critically and reflects on all kinds of texts; lucidly conveys ideas about texts in a compelling way; and relates specific issues and ideas in texts to wider social issues and to personal experience.

Reading Sub-Strand Outcome Statements			
Use of Texts	Contextual Understanding	Conventions	Processes and Strategies
F.1 Demonstrates attending behaviours and recognises common objects in texts.	F.1 Responds to texts by recognising some familiar content.	F.3 Recognises some elements in texts.	F.4 Demonstrates strategies to access content in printed texts.
1.1 Role-plays being a competent reader and recognises familiar symbols.	1.2 Makes connections between own knowledge and experience and the ideas, events and information in texts read aloud.	1.3 Demonstrates emerging awareness and use of symbols and conventions when making meaning from texts.	1.4 Recognises and uses cues to predict and construct meaning in texts.
2.1 Constructs and retells meanings from short written texts with familiar vocabulary, predictable structures and frequent illustrations.	2.2 Understands that print texts are constructed by people and represent real and imaginary experience.	2.3 Recognises and interprets basic linguistic structures and features of texts.	2.4 Uses basic strategies for selecting texts, making meaning and maintaining continuity of understanding.
3.1 Interprets and discusses some relationships between ideas, information and events in text with familiar content and which include some unfamiliar words or linguistic structures and features.	3.2 Identifies simple symbolic meanings and stereotypes in texts and discusses their purpose and meaning.	3.3 Identifies and uses the linguistic structures and features characteristic of a range of text types to construct meaning.	3.4 Integrates a variety of strategies for interpreting texts and uses some strategies for identifying resources and finding information in texts.
4.1 Interprets and discusses ideas, information and events in texts containing some unfamiliar concepts and topics.	4.2 Recognises that texts are constructed for particular purposes and to appeal to certain groups.	4.3 Identifies and discusses how linguistic structures and features work to shape readers' understandings of text.	4.4 Selects, uses and reflects on strategies appropriate for different texts and reading purposes; identifies information needs; and finds resources for specific purposes.
5.1 Identifies, discusses and justifies own interpretation of challenging ideas and issues presented in texts containing complex linguistic structures and features.	5.2 Explains possible reasons for varying interpretations of a text.	5.3 Draws on knowledge of linguistic structures and features to explain how texts are constructed.	5.4 Uses knowledge of texts to construct meaning from a range of text types and systematically finds and reconstructs information.
6.1 Explores different perspectives on complex issues through reading a range of texts and relates these perspectives to personal understanding of the contemporary world.	6.2 Considers the contexts in which texts are created and how these are reflected in those texts.	6.3 Compares linguistic structures and features of texts to highlight their similarities and differences in form and meaning.	6.4 Draws on a repertoire of strategies to maintain understanding through dense or extended texts and gathers, selects and organises information effectively for specific purposes.
7.1 Constructs meanings from a range of texts, including those characterised by complexity of construction and subject matter, and justifies these with detailed and well-chosen evidence from the text.	7.2 Considers a variety of interrelationships between texts, contexts, readers and producers of texts.	7.3 Identifies and comments on the impact of techniques used to shape readers' interpretations and reactions to texts.	7.4 Uses reading strategies that enable detailed critical evaluation of texts.
8.1 Analyses and criticises, in a lucid way, texts produced for a range of purposes and audiences, including popular texts and linguistically demanding texts which may involve varied narrative perspectives, extended arguments and subtle sub-text.	8.2 Analyses texts in terms of the socio-cultural attitudes they project and reflect	8.3 Analyses the impact of linguistic techniques intended to influence readers' interpretation of texts.	8.4 Uses reading strategies that enable detailed critical evaluation of texts and makes links to the sociocultural world



## Writing Strand Outcome Statements

- F.1 Demonstrates pre-writing behaviours, including motor skills, responses to and approximations of environmental F symbols and recognises the communicative potential of writing implements.
1. Recognises that writing conveys information, produces written symbols with the intention of conveying a message and demonstrates an emerging awareness of the conventions of writing.
  2. Produces brief written texts to communicate experiences, information and feelings; discusses some of the purposes for writing; knows that writing can be planned, reviewed and changed; and produces texts that follow some of the conventions of writing and can be read by others.
  3. Combines several ideas in logical sequence to write a small range of text types, recognises the needs of particular audiences and purposes in writing; demonstrates control over many of the conventions of language; experiments with others; and uses strategies for planning, reviewing and proofreading.
  4. Develops familiar ideas and information, adjusting writing to take account of aspects of audience and purpose; experiments with an increasing variety of text types; demonstrates control over most language conventions; and uses an increasing range of strategies to plan and revise writing.
  5. Uses a variety of text types to explore challenging ideas and issues; makes language selections to suit specific audiences, purposes and contexts; controls the language structures necessary for clear communication; and applies a range of planning and reviewing strategies to craft writing.
  6. Conveys detailed information and explores different perspectives on complex issues; writes to meet the expectations of specific and general audiences; and experiments with language structures to influence audiences and craft writing to effectively complete complex tasks.
  7. Writes sustained, complex texts to accommodate or resist the likely expectations of audiences; demonstrates control over the structures and features of written language; appraises and critically reviews own writing and the writing of others; and reflects on the processes and strategies that could be applied.
  8. Writes convincingly and expressively to explore complex and specialised topics; makes critical choices about style and structure to achieve a wide variety of purposes and to suit specific audiences; analyses the writing of others to inform own processes and strategies; and critiques own writing, making deliberate choices about the strategies used to craft texts.

Writing Sub-Strand Outcome Statements			
Use of Texts	Contextual Understanding	Conventions	Processes and Strategies
F.1 Demonstrates motor skills required for pre-writing.	F.2 Responds to written symbols in the environment.	F.3 Produces marks that may include approximations of conventional written symbols.	F.4 Recognises that using writing implements has communicative potential.
1.1 Produces written symbols with the intention of conveying an idea or message.	1.2 Recognises that writing is used by people to convey meanings to others.	1.3 Demonstrates emerging awareness of how to use conventional written symbols for expressing ideas and information.	1.4 Explores ways of representing ideas and information using written symbols.
2.1 Writes brief imaginative and factual texts which include some related ideas about familiar topics.	2.2 Recognises some of the purposes and advantages of writing.	2.3 Uses some basic linguistic structures and features so that writing can be readily interpreted by others.	2.4 Demonstrates an awareness of processes and strategies for planning and reviewing own writing.
3.1 Experiments with interrelating ideas and information when writing about familiar topics.	3.2 Recognises that certain text types are associated with particular audiences and purposes.	3.3 Controls most basic features of written language and experiments with some organisational and linguistic features of different text types.	3.4 Applies familiar strategies and experiments with new strategies for planning, drafting and reviewing own writing.
4.1 Controls a range of text types to express familiar ideas, events and information and experiments with an increasing variety of text types.	4.2 Adjusts writing to take account of aspects of context, purpose and audience.	4.3 Controls most distinguishing linguistic structures and features of basic text types such as narratives, procedures, reports and arguments.	4.4 Applies a range of strategies for planning, drafting and reviewing writing appropriate to context, purpose and audience.
5.1 Uses a variety of text types to explore challenging ideas and issues.	5.2 Selects text type, subject matter and language to suit a specific audience and purpose.	5.3 Controls the linguistic structures and features necessary to communicate ideas and information clearly in written texts of some length and complexity.	5.4 Selects and applies appropriate strategies to craft writing of some length and complexity for specific effect.
6.1 Conveys detailed information and explores different perspectives on complex, challenging issues when writing for specific and general audiences.	6.2 Controls writing for specific effects related to context, audience and purpose.	6.3 Uses and experiments with a range of linguistic structures and features designed to influence audiences.	6.4 Controls a wide range of strategies and applies them to craft effective writing for complex tasks.
7.1 Writes sustained texts characterised by complexity, of purpose and subject matter and a need for formality in language and construction.	7.2 Accommodates or resists the likely expectations of particular audiences in various contexts.	7.3 Controls the conventions of syntax and text structures to meet the demands of a range of text types.	7.4 Reflects on the effectiveness of processes and strategies and applies this awareness to craft writing characterised by complexity of purpose and subject matter.
8.1 Writes convincingly and expressively on specialised topics and complex, often abstract, ideas, and consistently achieves a wide variety of purposes in writing for both specific and general audiences.	8.2 Displays an understanding of linguistic and socio-cultural contexts in making critical choices to suit audience and purpose.	8.3 Manipulates linguistic structures and features so that meaning is conveyed expressively and concisely.	8.4 Critiques and deliberately applies processes and strategies within a sustained crafting process.