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|  | Numeracy 2010  Study plan for a short course senior syllabus |

Use this form to outline your school’s plan for teaching and assessing this short course senior syllabus. Please complete this study plan electronically, and then retain at the school for the purpose of internal and external review of quality assurance processes. It does not need to be submitted to the Queensland Curriculum and Assessment Authority for approval.

This study plan form is available from the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au/).

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| **Please note:** Insert the school’s details in Section 1 and the course details in Section 2. Section 3 is a self-check process that must be completed in the affirmative before the school can offer this course. |

## Section 1: School’s statement

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| School: | A Queensland School | School code: | 000 |
| Subject: | Numeracy | Subject code: | 6096 |
| School contact: | A Teacher | Phone: | 1111 1111 |

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| This is: | new study plan  a changed study plan that will be used from the following date:   /  / |

### Intention to offer

The principal’s signature below attests that the school:

* has the resources necessary to implement this subject
* has timetabled a minimum school time of 55 hours for the study and assessment of this subject
* will apply the standards for learning providers and the principles of assessment as outlined in the syllabus
* will follow the procedures and conditions set by the QCAA to offer this short course and certificate student achievement
* has completed the self-check process in the affirmative
* has filed copies of this study plan for teacher use and for use during internal and external review.

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| Principal’s signature: |  | Date: | /  / |

## Section 2: Study plan overview — Course delivery and assessment

The short course in Numeracy is a course of study that takes a minimum of 55 hours to complete.

* The study plan should indicate both the depth and coverage of topic material being presented as defined in the syllabus.
* The topic material should be presented within a contextualised format.
* A folio of student work is to be maintained for each student. This folio is the collection of the student’s responses to a range of assessment opportunities. Each assessment task in the folio will be accompanied by task-specific criteria and standards.
* A blank student profile is to be attached to this completed study plan.

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| Task | Assessment description and activities | Assessment conditions | Formal/ informal | Dimension/s assessed | | |
| Identifying and communicating mathematical information | Problem solving and mathematical processes | Learning |
| Travel report | * Use a distance scale to find the shortest route between two towns on a map and consider road and terrain conditions in deciding the preferred route. * Compare and contrast the costs of alternative types of travel for the journey. * Support the choice of the most economical mode of transport. | * Individual oral report   (3 minutes)   * Research groups appropriate * 3 weeks preparation | Informal |  |  |  |
| Project | * Design challenge: find the greatest capacity for packaging given a limited surface area. * Use boxes (including lids) with at least three different cross-sectional areas. Describe the shapes involved in terms of angles, sides and the like. * Construct two-dimensional nets of the boxes to scale. * Construct a scale model of one of the chosen boxes. | * Group work with individual construction * 4 weeks preparation | Formal |  |  |  |
| Survey | * Collect information by survey on modes of student travel to school. * Present information in appropriate tabular and graphic form. * Comment on adequacy of the public transport available. | * Individual written report with poster display * 2 weeks preparation | Informal |  |  |  |
| Supervised assessment | * Focus of the assessment: number and calculations, formulas and algebra. | * Supervised under exam conditions * Week 16 * 30 minutes | Formal |  |  |  |
| Investigation | * Produce a menu for a dinner party of 12 guests. Calculate the quantity of ingredients to order based on the chosen recipes. * Interpret and cost the quantities of a product, e.g. flour given in different forms (350 g, 0.35 kg). * Adjust the quantities in a recipe by halving or doubling to obtain the required amount. | * Group work and individual grocery order form * 3 weeks preparation | Formal |  |  |  |

## Section 3: School self-check for readiness to offer the course

This self-check form must be completed in the affirmative before the school can offer this short course in Numeracy. Part of the review process will involve confirmation of the responses to this self-check form.

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| Item | Yes | School comments |
| Section 1 is completed. |  |  |
| The principal has signed and dated the intention to offer on page 1. |  |  |
| The course is offered at least 55 hours. |  |  |
| The learning experiences address the six aspects of communication. |  |  |
| The assessment plan shows: |  |  |
| * at least 4 formal/informal assessment opportunities * the assessment techniques used, including mode * conditions of the task which reflect syllabus assessment techniques. |  |  |
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| The student folio at exit will include evidence from two to three assessment instruments that demonstrate the standards, of which: |  |  |
| * one is completed under supervised conditions so that student authorship has been authenticated |  |  |
| * one is an extended response in which a student conducts research. |  |  |
| A blank student profile has been attached. |  |  |