

Short Course: Literacy 2018

Frequently asked questions

What are the key features of Short Courses?

Short Courses are:

- one-unit courses requiring approximately 55 hours of teaching, learning and assessment time
- available for delivery in Years 10, 11 or 12.

Short Courses have:

- two summative internal assessments, each with two parts
- instrument-specific A–E standards for each assessment
- exit folios of student responses on which student results are determined.

Results in Short Courses:

- do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation
- may contribute to attainment of a Queensland Certificate of Education (QCE).

Why offer this Short Course?

The QCE system aims to ensure students exit the education system as literate and numerate people with a genuine capacity to overcome challenges in the 21st century.

The Literacy Short Course is aimed at students who may be at risk of not otherwise attaining the minimum requirements for literacy that are necessary for awarding the QCE. It may also be used as a supplemental course for students who require or wish to pursue additional or further literacy exposure.

Who should complete this Short Course, and when?

Students most suited to this course are those who may have been identified as being disengaged with studies in English, who might benefit from further exposure to literacy, or who are at risk of not attaining the literacy requirement for their QCE.

Students must be performing at least at Level 2 of the Australian Core Skills Framework (ACSF) to undertake this course.

It is a school-based decision as to how and when the Literacy Short Course is implemented. It can be undertaken by students in Years 10, 11 or 12.

What will students study?

The course is designed to support students in developing their knowledge and capacity to apply literacy skills to complete valuable life-related tasks. Students will identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context. Oral communication skills will be developed through both speaking and listening in transactional and interpersonal exchanges. Students will also come to understand that learning is fundamentally an activity undertaken to achieve objectives that they value.

There are two focus topics:

- Personal identity and education, where students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community
- The work environment, where students develop reading, writing, oral communication and learning skills through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.

Students also learn how to structure and think about their learning in literacy.

How long does the course take to complete?

The Short Course has been developed with a notional teaching, learning and assessment time of 55 hours. Schools may implement the Short Course in a number of different ways. They may choose to:

- deliver the course
 - as a timetabled unit of work
 - over an extended period, e.g. a semester or year
 - before or after school
 - in partnership with non-school providers
- offer the course as part of a timetabled subject, e.g. offer the course as an integrated component of another English course of study.

How much support should schools offer students completing this Short Course?

Students will require help and guidance as they progress through the course. Teachers are responsible for modelling and providing strategies for students working at a dependent, guided or independent level of study to understand the four core skills of the course: reading, writing, oral communication and learning.

How do schools make accurate judgments about student achievement?

This syllabus has two assessments. Each assessment has two parts. Standards are provided for each part of each assessment. Teachers match the student response to the instrument-specific standard. The student responses are collected to represent a student's exit folio. Schools are required to determine an A–E exit result from the course using an on-balance judgment applied to the folio of student work. A level of achievement is awarded by matching the student work to a standard, even though it is not necessary for the student's responses to have been matched to every characteristic for a standard.

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own.

For successful completion of the Short Course, students will be required to demonstrate literacy skills equivalent to Level 3 of the ACSF. Further information on the ACSF influence on the

Literacy Short Course is available in the *Australian Core Skills Framework* (Department of Education, Employment and Welfare 2008, Commonwealth of Australia, https://docs.education.gov.au/system/files/doc/other/acsf_document.pdf).

How does the Literacy Short Course differ from other English subjects?

The rigour and depth of learning in the Literacy Short Course differs significantly from other English subjects. Successful completion of the Literacy Short Course means that students have demonstrated literacy skills equivalent to Level 3 of the ACSF. This will suit students who are interested in pathways beyond school that lead to vocational education and/or work.

The Literacy Short Course focuses on developing a student's literacy and learning skills, whereas the senior English subjects cover subject matter as outlined in the respective Australian Curriculum English courses. The senior English subjects increase in complexity of understanding from Essential English to English (General), English as an Additional Language, Literature and English & Literature Extension.

Key similarities and differences between the Literacy Short Course and senior secondary English subjects

Literacy	Senior secondary English subjects	
Literacy Short Course	Essential English (Applied subject)	English, English as an Additional Language, Literature, English & Literature Extension (General subjects)
<ul style="list-style-type: none"> • a single unit course that may be delivered in Year 10, 11 or 12 • two summative internal assessments, each with two parts, collated in an exit folio from which a student's result is determined • Short Course result does not contribute to ATAR calculation • results may contribute to attainment of QCE 	<ul style="list-style-type: none"> • a four-unit course, generally delivered over two years • four summative internal assessments from Units 3 and 4, collated in an exit folio from which a student's result is determined • subject result can contribute to ATAR calculation (no more than one Applied subject can contribute to ATAR calculation) • results may contribute to attainment of QCE 	<ul style="list-style-type: none"> • a four-unit course, generally delivered over two years • three summative internal assessments and one summative external assessment from Units 3 and 4, the marks from each added together to provide a subject result • subject result can contribute to ATAR calculation • results may contribute to attainment of QCE

Where can I find out more?

If you would like more information, please:

- visit www.qcaa.qld.edu.au/senior/subjects/short-courses
- phone (07) 3864 0375
- email seo@qcaa.qld.edu.au.