

Literacy 2018 v1.0

Short Course Syllabus

This Short Course syllabus may be implemented from 2018 onwards.

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1 Course overview

1.1 Introduction

1.1.1 Rationale

Literacy is a social practice — a flexible and sustainable mastery of a repertoire of practices with texts using traditional and new communication technologies.¹ It enables individuals to develop knowledge and understanding, and is thus integral to learning across all areas of the curriculum.

Effective literacy is intrinsically purposeful, flexible and dynamic, and involves the integration of speaking, listening and critical thinking with reading and writing.² New technologies, the influences of globalisation and restructured workplaces require students to be able to interpret, construct and make judgments about meanings of texts in a range of contexts for different audiences and purposes.

Literacy requires teaching, learning and assessment that are:

focused on meaning making ... rather than merely reproducing uncritically what they have been taught, learners should be able to make sense of the world and develop their own perspectives. This implies both an understanding of the world and the capacity to critically evaluate that world. If this broader conception of literacy is overlooked, then literacy becomes little more than the mastery of the series of sub-skills, rather than the genuinely transforming experience that current conceptions of literacy — as social practice, critical engagement, context-specific and multiple — suggest it should be.³

This Short Course in Literacy is a one-unit course, developed to meet a specific curriculum need. Results in Literacy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

The course focuses on aspects of literacy and does not replace the study of any subject from the current suite of English syllabuses. It is informed by, and articulates closely with, the literacy requirements of the Year 9 Literacy Indicators.

It is also informed by the requirements of the Australian Core Skills Framework (ACSF), Level 3.⁴

Senior subjects that contribute to the Queensland Certificate of Education (QCE) are typically those that align most closely to ACSF Level 3. The requirements for a grade of C in this Short Course mirror the literacy requirements for ACSF Level 3.

In this course of study students:

- learn a variety of strategies to develop and monitor their own learning
- select and apply reading and oral strategies to comprehend and make meaning in texts
- demonstrate the relationships between ideas and information in written, oral, visual and multimodal texts
- evaluate and communicate ideas and information in written, oral, visual or digital modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

¹ Luke A & Freebody P 2000, *Literate Futures: Report of the literacy review for Queensland State Schools*, State of Queensland (Education Department), Brisbane.

² Dawkins J in Bianco J & Freebody P 2001, *Australian Literacies*, Language Australia, Melbourne.

³ Lonsdale M & McCurry D 2004, *Literacy in the New Millennium*, National Centre for Vocational Education Research, Adelaide, SA.

⁴ Department of Education, Employment and Welfare 2008, *Australian Core Skills Framework*, Commonwealth of Australia, Canberra, https://docs.education.gov.au/system/files/doc/other/acsf_document.pdf.

Assumed knowledge, prior learning or experience

This subject is suited for students in Years 10–12 who are performing at least at Level 2 of the ACSF and who may be:

- at risk of not attaining the literacy requirement for the QCE
- disengaged with school.

Pathways

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

For more information about how ACSF has influenced the shape of this syllabus, refer to the companion document 'Background to the Literacy and Numeracy Short Course Senior Syllabuses' available on the QCAA website

www.qcaa.qld.edu.au/downloads/senior/snr_lit_num_courses_10_bgd.pdf.

To access the ACSF, see the 'Australian Core Skills Framework' available from https://docs.education.gov.au/system/files/doc/other/acsf_document.pdf.

1.2 Teaching and learning

1.2.1 Syllabus objectives

By the conclusion of the course of study, students will:

1. evaluate and integrate information and ideas to construct meaning from texts and text types

When students evaluate and integrate information and ideas in reading, they use their understanding of audience and purpose to make meaning when reading various types of texts, both familiar and some unfamiliar. They think about the context of the text they are reading, and take the writer's background and possible intentions into account to evaluate the reliability and validity of information.

2. select and apply reading strategies that are appropriate to purpose and text type

When students select and apply reading strategies, they use a range of explicit strategies to help focus their attention and find what they need; self-monitor their understanding; make connections between ideas and prior knowledge; identify potential meaning of unknown words; and identify, record and remember new words.

3. communicate relationships between ideas and information in a style appropriate to audience and purpose

When students communicate relationships between ideas and information in writing, they demonstrate their understanding of a range of text types; make appropriate decisions about register and presentation dependent on audience and purpose; organise and sequence their writing for cohesion; use and control language appropriate for the intended purpose, audience, context and text type; and plan, draft, proof and review their written work.

4. select vocabulary, grammatical structures and conventions that are appropriate to the text

When students select vocabulary, grammatical structures and conventions in writing, they apply their knowledge of vocabulary, grammar, punctuation and spelling to legibly express meaning in various written text types, for particular purposes, audiences and contexts.

5. select and use appropriate strategies to establish and maintain spoken communication

When students select and use strategies to establish and maintain spoken communication, they apply their knowledge of range, context, audience, purpose, register, cohesion, structure, grammar, vocabulary, pronunciation, fluency and non-verbal communication to express meaning in spoken communications for particular purposes, audiences and contexts.

6. derive meaning from a range of oral texts

When students listen to oral texts, they derive meaning by recognising and understanding the language used; register, structure and vocabulary to comprehend oral texts with limited complexity; and provide non-verbal feedback in order to show interest or attitude.

7. plan, implement and adjust processes to achieve learning outcomes

When students plan, implement and adjust processes to achieve learning outcomes, they demonstrate an awareness of themselves as learners. They plan and manage their learning through understanding their learner identity, setting goals and pathways, and planning and organising their learning to achieve their literacy goals.

8. apply learning strategies

When students apply learning strategies, they use practical literacy methods and approaches that facilitate their learning in a range of everyday contexts. These strategies include locating, evaluating and organising information, using prior knowledge and scaffolding, and learning with and from others.

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Literacy content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret and communicate complex information and ideas. In Literacy, students apply, extend and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative response and argument. They experiment with different modes, mediums and forms to create new texts and understand the power of language to represent ideas, events and people.

These aspects of literacy knowledge and skills are embedded in the objectives, subject matter and instrument-specific standards for Literacy.

Numeracy

In Literacy, students use numeracy when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences, and problem-solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in nonfiction texts or consider timing and sequence when developing photo stories. Students also draw conclusions from statistical information and interpret and use quantitative data as evidence in analytical and imaginative texts.

These aspects of numeracy knowledge and skills are embedded in the objectives, subject matter and instrument-specific standards for Literacy.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none">• analytical thinking• problem-solving• decision-making• reasoning• reflecting and evaluating• intellectual flexibility	creative thinking	<ul style="list-style-type: none">• innovation• initiative and enterprise• curiosity and imagination• creativity• generating and applying new ideas• identifying alternatives• seeing or making new links
communication	<ul style="list-style-type: none">• effective oral and written communication• using language, symbols and texts• communicating ideas effectively with diverse audiences	collaboration and teamwork	<ul style="list-style-type: none">• relating to others (interacting with others)• recognising and using diverse perspectives• participating and contributing• community connections

21st century skills	Associated skills	21st century skills	Associated skills
personal and social skills	<ul style="list-style-type: none"> • adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding 	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> • operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Literacy helps develop the following 21st century skills:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- information & communication technologies (ICT) skills.

These aspects of 21st century skills are embedded in the objectives, subject matter and instrument-specific standards for Literacy.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to increasing awareness of Aboriginal perspectives and Torres Strait Islander perspectives, and improving outcomes for Aboriginal students and Torres Strait Islander students.

As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English (SAE)
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal peoples and Torres Strait Islander peoples and their contributions to Australian society.

1.2.4 Pedagogical and conceptual frameworks

The framework for this [Short Course](#) is informed by the [Australian Core Skills Framework \(ACSF\)](#). The following description is taken directly from *Australian Core Skills Framework* (2012, p. 4).

In keeping with contemporary theory and practice, and to provide the richest possible picture of performance, the ACSF is structured to reflect, as closely as possible, real-life performance of the [core skills](#) across three domains: personal and community, workplace and employment, and education and training.

Key theoretical underpinnings and approaches behind the ACSF include:

- a socio-linguistic and socio-constructivist view of core skills as complex social practices embedded in context, and influenced by purpose, audience and contextualised expectations and conventions (Ivanic et al. 2006, Lonsdale & McCurry 2004, McKenna & Fitzpatrick 2005, Skillen et al. 1998, Tout & Johnston 1995)
- theories of adult learning, including a recognition that core skills are best learned within a context that the adult learner perceives to be relevant and important (Brookfield 1995, Burns 1995, Casey et al. 2006, Knowles 1980, Mackeracher 1996, Rogers 1996)
- a view of learning, reading, writing, speaking, listening and numeracy as interactive, constructive processes of meaning-making in which individuals can be seen to assume four roles: code breaker, text participant, text user and text analyst (Luke & Freebody 1990, Johnston 1994)
- the components of task and text complexity and the variables that interact to determine the level of difficulty of information-processing tasks, including for mathematical tasks (Kirsch & Mosenthal 1990, Kirsch 2001, Gal et al. 2009)
- a progression style approach to core skills development as a person expands their understanding of, and control over, the processes involved, including an increasing awareness of an author or speaker's purpose and intended audiences, and of an individual's own purposes (OECD 2002)
- a view that texts serve particular functions in a social context and that different texts have predictable language structures depending on their function
- a recognition of the key role played by digital technology in the creation of many kinds of texts, and in facilitating access to, and navigation of, texts
- a view that investment in human capital, economic and workforce outcomes through education and training opportunities directly support, and impact positively on, social capital outcomes for individuals and various target groups participating in core skills training and courses across Australia (Barton 2002, Coulombe et al. 2004, Hartley & Horne 2006).

1.2.5 Performance variables

A number of variables or factors can affect student performance and subsequently, their achievement of the course objectives:

- support
- context
- text complexity
- task complexity.

Given the impact of these variables on performance, they must be taken into account when evaluating the level of an assessment task, or in determining a student's level of performance.

Supporting students

Some students who undertake this course will be able to embark on independent learning; all will require help and guidance. Scaffolding for tasks should encompass learning experiences that focus on language conventions, including grammar and vocabulary development. Support can take many forms and come from diverse sources, e.g. through a demonstration; advice from an expert, teacher, trainer or colleague; a technical manual or a help desk.

As an individual develops the skills and confidence associated with being an independent learner, the nature and degree of support required is likely to change. Those operating at the lower levels of the ACSF are likely to need a higher level of support throughout the learning process. However, an individual operating at a higher ACSF level may also need support when learning something new and challenging. The nature and duration of that assistance may be very different, reflecting the fact that higher-level learners have the capacity to initiate and manage their own support processes.

When used for assessment purposes, the ACSF assumes that an individual at any level is able to demonstrate performance within the support levels described and where the context, text complexity and task complexity are appropriate. If further support is required, this should be taken into account when benchmarking performance.

Students at ACSF Level 3 are able to work independently and use their own familiar support resources; some may be able to initiate and use support from a range of established resources.

It is the responsibility of teachers to model and provide strategies for the core skills:

- reading
- writing
- oral communication
- learning.

Context

The ACSF acknowledges that the prior knowledge or experience a student brings to a situation, including familiarity with the text, task and topic, can make a significant difference to performance. This is reflected across the five ACSF levels of performance as an individual applies knowledge and skills with increasing confidence and competence within familiar contexts, and learns how to transfer and adapt existing skills to new contexts.

Students working at ACSF Level 3 are expected to work in a range of familiar contexts, and some less familiar contexts, and demonstrate some specialisation in familiar/known contexts.

Text complexity and selection

Teachers must give students opportunities to engage with a wide range of texts to encourage their development as language learners and users. Teachers must choose texts that are appropriate for students and allow the demonstration of the full range of standards (A–E). A range of text types is required to give students opportunities to meet the aspects of communication, including instructional texts and imaginative texts. The complexity of texts should range from routine to more complex.

Routine texts	Complex texts
May include: <ul style="list-style-type: none"> • some <u>unfamiliar</u> elements, embedded information and abstraction • some specialised vocabulary 	May include: <ul style="list-style-type: none"> • embedded information • specialised vocabulary • abstraction and symbolism

Texts selected for the Short Course may be narrative, reflective, interpretive, procedural, persuasive, informative, creative, technical, regulatory and descriptive in complete form or extracts.

Text types may be continuous or non-continuous:

- continuous texts are those in which sentences are organised into paragraphs, pages, sections and chapters
- in non-continuous texts, information is organised in graphic or diagrammatic forms such as lists, tables, graphs or maps (Kirsch 2001, p. 13).

Features of the contextualised nature of core skills are that some text types are considered more appropriate than others in particular contexts, that the same text type may be used for different purposes in different fields and that aspects such as structure, layout and register may vary depending on purpose, audience and convention.

The table below provides examples of some text types likely to be found in each topic.

Text type	Topic 1: Personal identity and education	Topic 2: The work environment
procedural	recipe, instructions for completing assessment task	standard operating procedures
persuasive	email to local council complaining about cat registration bylaws, oral presentation on an issue in area of study/expertise	report for CEO presenting arguments and recommendations for a particular piece of new equipment
informative	club newsletter, research paper on main developments in WHS in the last 20 years	report on different approaches to risk management used in the industry
creative	poem, advertising copy, short story	design project
technical	explanation of parts of a camera, report on advantages of a new computer system in a library	instruction manual for a new piece of equipment
regulatory	council planning permission form, course completion requirements	industry standards list
descriptive	recount of trip to botanic gardens, essay <u>comparing</u> two paintings	memo outlining new office furniture

Task complexity

At ACSF Level 3, students are expected to engage with tasks that involve a number of steps. Suitable processes will include sequencing, integrating, interpreting, simple extrapolating, simple inferencing and simple abstracting. Students may also be able to operate within a complex task organisation and analysis involving application of a number of steps. Suitable processes include extracting, extrapolating, inferencing, reflecting and abstracting.

1.3 Course organisation

Literacy is a course of study that consists of two topics:

- Personal identity and education
- The work environment.

These topics provide a context for student learning and experiences and align with the three domains of communication in the [ACSF](#):

- Personal and community, which encompasses
 - [expressing](#) personal identity and achieving personal goals
 - [understanding](#) and interacting with the wider community
- Education and training, which encompasses
 - any form of structured learning
 - learning towards a formal qualification
 - learning within a language, literacy and numeracy program or community-based program
 - formal or informal on-the-job learning and training
- Workplace and employment, which encompasses activities
 - that an individual may be involved in as a member of an organisation
 - that may be conducted by someone working alone
 - related to preparing for and seeking employment
 - within an existing workplace, including organisational and management tasks.

The [Short Course](#) has been developed with a notional teaching, learning and assessment time of 55 hours.

The requirements for the course of study are:

- the syllabus objectives (see Section 2.1)
- the two topics
 - Personal identity and education
 - The work environment
- the four [core skills](#) associated with each topic
 - reading
 - writing
 - oral communication
 - learning.

1.3.1 Planning a course of study

When planning a course of study, teachers should:

- base learning and assessment activities on real-life or lifelike contexts
- align the literacy curriculum to students' education and career pathways, identified in their Senior Education and Training (SET) plan
- provide choices in learning contexts and assessment where possible to cater for students' individual differences
- ensure opportunities are provided for students to demonstrate the reading objectives across a range of learning experiences
- ensure that students experience all aspects of communication at least once
- ensure learning and assessment opportunities are provided for all objectives at least once.

1.3.2 Learning experiences

Learning experiences must be activity-based and life-related. They will typically be practical and spoken/signed. The learning environment will emphasise group interactions and participation, and actively encourage participation and reward effort. Learning experiences should cater for individual differences in personal development, ability, learning styles and interests.

Teachers should expect to provide students with considerable assistance, especially when undertaking new tasks, activities or experiences. Familiarity with a range of social contexts and related literacy practices, as well as cooperative learning environments, will help students become more self-reliant and less dependent on their teacher's help.

Teachers should use modelling and guidance to enhance student confidence and develop positive attitudes. In all learning experiences, students should be encouraged to use a range of technologies where appropriate and available.

The suggested learning experiences (identified in Sections 3.3 and 4.3) are taken from the Level 3 sample activities outlined in the [ACSE](#). The ACSF groups sample activities according to three domains of communication to illustrate how communication varies according to purpose, audience and context. These domains are:

- personal and community
- education and training
- workplace and employment.

These three aspects of communication must be part of the course that a school develops. Students should be provided with learning experiences and assessment opportunities that allow them to demonstrate these aspects of communication.

The ACSF includes additional sample activities. For more information about how ACSF has influenced the shape of this syllabus refer to the companion document, 'Background to the Literacy and Numeracy Short Course Senior Syllabuses' available on the QCAA website www.qcaa.qld.edu.au/downloads/senior/snr_lit_num_courses_10_bgd.pdf.

1.4 Assessment — general information

1.4.1 Summative assessments

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments, based on the learning described in the syllabus.

Summative internal assessment — instrument-specific standards

This syllabus provides instrument-specific standards for the two summative internal assessments.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

Criteria

Each instrument-specific standard groups assessment objectives into criteria. An assessment objective may appear in one or multiple criteria of an assessment.

In Literacy, the following criteria are used:

- Reading
- Writing
- Oral communication
- Learning.

Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

1.5 Exiting a course of study

1.5.1 Exit folios

The exit folio is the collection of evidence of student work that is used to determine the student's exit result.

Each exit folio must include:

- evidence from the two school-developed assessment instruments that demonstrates achievement in reading, writing, oral communication and learning, of which
 - one assessment is an extended written response, which includes
 - a student learning journal
 - one assessment is an extended response that focuses primarily on oral communication, which includes
 - a peer review that assesses listening
 - a reading comprehension test, related to the spoken/signed task, which provides evidence of how students demonstrate their ability to evaluate and integrate information and ideas from texts, and select and apply reading strategies (Objectives 1 and 2)
 - a record of a teacher interview that provides information about students' use of reading strategies
- evidence of each objective being assessed at least once (assessment evidence of student achievement of all the objectives must be provided in the student folio)
- a completed student profile.

The 'evidence' includes actual student responses, teacher judgments, an instrument description, instrument-specific standards and annotated teacher comments that support the decisions made.

1.5.2 Student profile

The purpose of the student profile is to record student achievement over the course of study. Key elements on the profile include:

- the two topics studied
- the two assessment instruments
- the standard achieved for each instrument.

1.5.3 Determining an exit result

When each student exits the course of study, the school is required to determine an A–E exit result for them.

Exit results are summative judgments made when students exit the course of study. Judgments are based on exit folios that provide evidence of achievement in relation to all objectives of the syllabus and standards.

Awarding an exit result

The result awarded at exit is an on-balance judgment about how the qualities of the student's responses to the two assessments match the reporting standards. This means that it is not necessary for the student's responses to have been matched to every characteristic for a particular standard.

1.6 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the objectives of the course of study.

The primary purpose of reporting standards is for reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align instrument-specific standards.

Reporting standards

A
<p>The student <u>purposefully evaluates</u> and integrates information and ideas in a range of <u>familiar</u> and some <u>unfamiliar</u> abstract or <u>complex texts</u> and contexts, and <u>effectively</u> applies a range of reading strategies.</p> <p>The student <u>thoroughly explains</u> the relationships between information and ideas in familiar and some unfamiliar texts and contexts, including some complex texts, and <u>uses</u> a range of specialised vocabulary, grammatical <u>structures</u> and conventions in their writing.</p> <p>The student uses <u>effective</u> strategies that establish and maintain spoken communication in familiar and some unfamiliar and complex contexts and oral texts.</p> <p>The student effectively plans, <u>implements</u> and adjusts processes to achieve learning outcomes in everyday situations and purposefully applies practical learning strategies in a range of familiar and some less familiar contexts.</p>
B
<p>The student <u>appropriately</u> evaluates and integrates information and ideas in a range of familiar and some unfamiliar contexts and texts, and applies a range of reading strategies.</p> <p>The student appropriately explains the relationships between information and ideas in familiar and some unfamiliar texts and contexts, and uses a range of specialised vocabulary, grammatical structures and conventions in their writing.</p> <p>The student uses <u>relevant</u> strategies that establish and maintain spoken communication in familiar and some unfamiliar contexts and oral texts.</p> <p>The student <u>logically</u> plans, implements and adjusts processes to achieve learning outcomes in everyday situations and <u>consistently</u> applies practical learning strategies in a range of familiar and some less familiar contexts.</p>
C
<p>The student evaluates and integrates information and ideas in a range of familiar and some unfamiliar texts and contexts, and <u>selects</u> and applies a range of reading strategies.</p> <p>The student explains the relationships between information and ideas in familiar and some unfamiliar texts and contexts and uses specialised, grammatical structures in their writing.</p> <p>The student uses strategies that establish and maintain spoken communication in familiar and some unfamiliar and complex contexts and oral texts.</p> <p>The student plans, implements and adjusts processes to achieve learning outcomes in everyday situations and applies practical learning strategies in a range of familiar and some less familiar contexts.</p>

D

The student makes simple judgments about and integrates basic information and ideas in familiar contexts. They sometimes select and apply reading strategies in familiar texts and contexts, although not always successfully.

The student describes the relationships between information and ideas from familiar texts and uses some basic vocabulary, grammatical structures and/or conventions in familiar texts and contexts. They produce some text types, although these are often incomplete or not cohesive.

The student uses aspects of strategies that establish and maintain spoken communication in familiar contexts and oral texts, with variable success.

The student occasionally plans and implements processes in straightforward everyday situations and applies some practical learning strategies in simple, familiar and predictable everyday contexts, with variable success.

E

The student expresses opinions about information and ideas in familiar contexts but seldom applies reading strategies, even in simple familiar contexts.

The student makes statements of information and ideas from familiar texts.

The student rarely uses strategies that establish and maintain spoken communication, even in simple familiar contexts and texts.

The student rarely plans processes or applies strategies to achieve learning outcomes in literacy.

2 Topic 1: Personal identity and education

2.1 Description

In Topic 1, students develop reading, writing, oral communication and learning skills through expressing personal identity, achieving personal goals, and understanding and interacting with the wider community.

They learn to make meaning from different text types, to identify their own purposes for reading, and to understand the role they play in the construction of meaning. They identify and develop the set of knowledge, writing skills and strategies needed to shape written language according to purpose, audience and context.

Oral communication involves both speaking and listening and is transactional and interpersonal. Transactional exchanges are primarily practical in purpose, while interpersonal exchanges involve the speakers engaging with each other.

Students also come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. It is an active process of gaining understanding and developing skills that draws on students' prior knowledge and experiences as they shape meaning.

This topic consists of four interrelated core skills:

- reading
- writing
- oral communication
- learning.

2.2 Objectives

The objectives for this topic are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit.

Students will:

Objective	1A	1B
1. <u>evaluate</u> and integrate information and ideas to <u>construct</u> meaning from <u>texts</u> and <u>text types related</u> to personal, community and education contexts		
2. <u>select</u> and <u>apply</u> reading strategies that are <u>appropriate</u> to purpose and text type in personal, community and education contexts		
3. <u>communicate</u> relationships between ideas and information in a style appropriate to audience and purpose in personal, community and education contexts	•	
4. select vocabulary, grammatical <u>structures</u> and <u>conventions</u> that are appropriate to the text in personal, community and education contexts	•	
5. select and <u>use</u> appropriate strategies to establish and maintain spoken communication in personal, community and education contexts		
6. <u>derive</u> meaning from a range of oral texts related to personal, community and education contexts		
7. plan, <u>implement</u> and adjust processes to achieve learning outcomes in personal, community and education contexts		•
8. apply learning strategies in personal, community and education contexts.		•

2.3 Core skill 1: Reading

This core skill relates to a student's performance in making meaning from different text types, including their awareness of an author's purpose and intended audience, their own purposes for reading, and the role they themselves play in the construction of meaning.

It recognises the degree to which a student can:

- articulate a purpose for reading and pose questions that reading may answer
- select texts and locate information appropriate to needs and interests
- draw on, and make connections with, prior knowledge and experience
- use semantic and syntactic cues
- interpret and analyse texts where meaning may be embedded or implicit
- critically evaluate the purpose of a text, examining the relationship between the intended audience and the text, including unstated power relations and positioning of the reader
- reflect on meaning, taking into account the understanding of the world and cultural knowledge presumed by the text, and of the reader's own position in relation to it
- self-monitor, drawing on a range of strategies to aid comprehension when meaning is lost.

Subject matter

In this core skill, students should:

- evaluate and integrate information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types by

Purpose

- identifying some explicit who/what/when/why/how questions to be answered by reading fiction or nonfiction texts
- beginning to reflect on the usefulness of a selected text for the purpose

Complexity

- understanding familiar texts of limited complexity that may incorporate graphs, tables and charts
- understanding texts requiring integration of a number of ideas and pieces of information and some inference
- identifying the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and that may use some abstract language and the passive voice
- understanding texts on familiar subjects that incorporate some abstract language and use of the passive voice

Prediction and prior knowledge

- drawing on prior knowledge of familiar topics and text structures to read ahead
- integrating new ideas and information with existing understanding

Critical reading and text analysis

- identifying the purposes and intended audiences of a range of familiar, and some unfamiliar, text types
- separating fact from opinion
- recognising that words and grammatical choices may carry particular shades of meaning in different contexts
- recognising that authors select structure, tone and language to achieve specific purposes
- interpreting and extrapolating information from texts containing graphs and diagrams
- understanding why it may be important to identify who has created a text, and beginning to consider the validity of the source
- identifying some implicit meanings and drawing simple inference, e.g. inferring an author's stance from a cartoon used to illustrate a text

- select and apply a range of reading strategies as appropriate to purpose and text type by

Text navigation

- recognising the structures and distinguishing features of a range of familiar text types
- beginning to use knowledge of text structures and features, e.g. headings, paragraphing or punctuation, as an aid to skimming and scanning

Comprehension strategies

- using a range of strategies to facilitate comprehension, e.g. creating a mental image, reading ahead or underlining topic sentences
- self-monitoring reading for sense and accuracy, and selecting from a range of strategies to aid comprehension when meaning is lost, e.g. self-correcting or reading aloud
- using explicit strategies to make connections between information and ideas while reading, e.g. making margin notes or simple diagrams

Decoding and fluency

- reading familiar texts fluently and automatically, recognising most everyday words and some specialised vocabulary
- recognising when unknown words are essential to meaning and using a range of decoding strategies to identify them, e.g. syllabification, spelling patterns or analogy

Syntax and language patterns

- predicting the meaning of unknown words by considering surrounding words, phrases and sentences; cross-checking that this makes syntactic and semantic sense
- recognising introductory phrases that indicate an opinion or a fact is being offered
- identifying some signalling devices, including those that refer to words or phrases in previous clauses or sentences, e.g. although, when, if, while, secondly
- recognising that punctuation is used to clarify meaning and reduce ambiguity

Subject matter

Vocabulary

- recognising and comprehending common idioms, slang, acronyms and some specialised terminology and dialect in routine texts
- understanding that some words and phrases have figurative meanings
- routinely using dictionaries and other references to determine the meaning of unknown words.

2.4 Core skill 2: Writing

This core skill focuses on the set of skills, knowledge and strategies concerned with the ability to shape written language according to purpose, audience and context. Effective writers employ a combination of strategies, including 'big picture' strategies (e.g. targeting audience and purpose) and strategies around the 'mechanics' of writing (e.g. correct spelling and punctuation). Students need to consider the appropriate text type to convey the message in each context.

Subject matter

In this core skill, students should:

- communicate relationships between ideas and information in a style appropriate to audience and purpose by

Range

- producing a range of text types (familiar and some unfamiliar), with appropriate structures

Audience and purpose

- demonstrating the need to vary written language to meet requirements of the audience and purpose
- choosing an appropriate text type to communicate relevant information and/or ideas, e.g. a memo, dialogue or poem
- beginning to use writing as a tool for identifying issues and generating new ideas

Structure and cohesion

- sequencing writing to produce cohesive text
- interrelating ideas, information and some support material when writing about familiar topics
- using layout consistent with text type

Register

- demonstrating an understanding of a range of formal and informal registers

Plan, draft, proof and review

- using basic models to produce a range of text types
- using the process of planning, drafting and proofreading
- self-correcting own writing to check for consistency and accuracy

- select vocabulary, grammatical structures and conventions appropriate to the text by

Vocabulary

- drawing on a vocabulary that is sufficiently broad that a relevant word is usually available
- using vocabulary with increasing precision to show how words carry particular shades of meaning
- using an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank
- using some familiar acronyms
- using some common idioms where appropriate to task or context

Grammar

- using introductory phrases that indicate that an opinion or a fact is being offered
- using some complex and compound sentences
- using grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints
- using dependent clauses introduced by words such as although, when, if, while
- using a range of tenses

Punctuation

- using punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks

Spelling

- using a spell checker with increasing understanding, independence and awareness of its limitations
- spelling with reasonable accuracy
- attempting to spell unfamiliar words using a range of strategies, including phonic and visual letter patterns, syllabification and word origin

Legibility

- using a legible handwriting style or a computer font appropriate to the audience and purpose.

2.5 Core skill 3: Oral communication

This core skill recognises that language is a social everyday event that is shaped by purpose and context. It has two aspects: speaking and listening.

Oral communication involves both transactional and interpersonal exchanges. Transactional exchanges are primarily practical in purpose, and designed to achieve a specific outcome such as providing or obtaining information, goods or services. Transactional exchanges tend to be more formulaic and structured, and may often involve situations where speakers have no prior knowledge of each other.

Interpersonal exchanges involve an engagement of the speakers with each other for the purposes of establishing, building and maintaining a relationship, as well as problem-solving, exploring issues, dealing with conflict, and sharing and expressing emotions. The speakers may not have had previous contact and the relationship may or may not be ongoing.

Exchanges may be formal or informal and will be influenced by considerations such as the context of the exchange, cultural understandings, power relations, social distance, and emotional or attitudinal factors. They will also be influenced by the medium of the exchange; that is, not all oral events occur face to face. As technology improves, there is an increasing number of avenues by which oral communication takes place, such as video calls and live streams. Listening activities may not involve interaction with another person, but the listener interacts purely with other mediums such as music, movies, radio.

Subject matter

In this core skill, students should:

- select and use appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts by

Range and context

- using structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, problem-solving, exploring issues in everyday situations, and establishing, maintaining and developing relationships

Audience and purpose

- demonstrating an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose

Register

- demonstrating awareness of choices for register, especially in situations that are familiar

Cohesion and structure

- identifying cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate

Grammar

- using introductory phrases that indicate an opinion or fact is being offered
- using dependent clauses introduced by words such as although, when, if, while
- using appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions or express viewpoints
- using a range of tenses

Vocabulary

- using some common idioms
- using vocabulary that is sufficiently broad that a relevant word is almost always available for both everyday and more specific contexts

Pronunciation and fluency

- refining intended meaning, varying speed and changing tone or emphasis when speaking
- using pronunciation, stress patterns and intonation that do not obscure meaning but may require occasional clarification
- using speech that may be characterised by uneven flow, with some repetition, especially in longer utterances

Subject matter

Non-verbal communication

- using interactional strategies such as non-verbal feedback in order to support communication

- derive meaning from a range of oral texts in familiar and some unfamiliar contexts by

Range and context

- deriving meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, problem-solving, exploring issues in everyday situations, and establishing, maintaining and developing relationships
- identifying gist of oral texts with some unfamiliar elements, e.g. movies or presentations

Audience and purpose

- recognising the way structure and register may change according to the purpose of the oral text

Structure and grammar

- recognising introductory phrases that indicate that an opinion or fact is being offered
- comprehending dependent clauses introduced by words such as although, when, if, while
- identifying cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
- following the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints
- understanding a range of tenses

Comprehension

- comprehending longer oral texts with limited complexity
- listening for relevant information in order to make notes about oral texts on a range of everyday topics

Vocabulary

- comprehending both everyday vocabulary and vocabulary from more specific contexts
- recognising some common idioms

Rhythm, stress and intonation

- interpreting stress patterns and intonation
- following speech at normal rate of utterance

Non-verbal communication

- providing non-verbal feedback in order to show interest or attitude.

2.6 Core skill 4: Learning

The rapid rate of change affecting all aspects of contemporary life has implications for participation in community, and social, training and work spheres. Crucial to adapting to rapidly evolving environments is a student's orientation towards learning, and the range of strategies they can draw on to assist their learning.

A set of key principles underpins the learning core skill.

- Learning is a purposeful, goal-directed activity, undertaken to achieve objectives that are valued by the student.
- Learning is an active process of gaining understanding and developing skills. Students draw on their prior knowledge and experience as they shape meaning.
- Learning is socially constructed, occurring within, and strongly influenced by, context and culture.
- A student's knowledge and skills are contextualised and do not necessarily transfer neatly from one situation to another without adaptation. Effective transfer requires practice, time and appropriate support.
- Learning does not necessarily occur in a logical, incrementally increasing fashion. Each time students take on a new challenge they are likely to need time, support and resources before their performance improves.
- Learning has cognitive, emotional and social dimensions. Although all individuals learn, not everything that is learned about learning is necessarily positive. Some individuals have developed negative perceptions of themselves as learners. This can act as a barrier to further learning, especially in formal contexts.

Subject matter

In this core skill, students should:

- plan, implement and adjust processes to achieve learning outcomes and begin to seek new challenges by

Learner identity

- identifying relevant strengths, weaknesses and needs as a learner, and taking these into account when selecting learning options
- recognising some strengths and limitations of preferred approaches to learning and beginning to expand own repertoire
- taking responsibility for routine learning in familiar contexts
- accepting some learning challenges that involve moving outside personal comfort zone
- demonstrating some personal resilience in the face of difficulties, and beginning to recognise that risk taking and making mistakes are essential aspects of learning
- reflecting on actions and outcomes in familiar contexts, and recognising and correcting some errors in performance

Goals and pathways

- identifying personal or career goals and associated learning goals
- identifying appropriate formal or informal learning pathways, and seeking information and advice as required
- developing a formal learning plan to achieve goals, and incorporating simple achievable steps and timeframes
- anticipating some potential barriers to learning and identifying several strategies to address these

Planning and organising

- attempting new tasks or activities that may involve simple extrapolation and inferencing
- drawing on prior knowledge to identify the nature and scope of new tasks in routine situations, with some awareness of the need to allow for contextual differences

Subject matter

- developing a sequenced plan for a specific task with prioritised steps and some attention to timelines
- independently accessing a range of support resources
- using ICT-based tools in familiar contexts with some appreciation of their strengths and limitations
- experiment with new learning strategies in familiar contexts and apply some strategies in less familiar contexts by

Locating, evaluating and organising information

- posing some who, what or why questions to help focus an information search
- independently searching the internet, using keywords, simple questions and trial-and-error approaches
- evaluating the reliability of sources in familiar contexts on the basis of a small set of criteria, e.g. directly relevant to purpose or opinion
- beginning to consider the validity of a source, e.g. an opinion or factual text on the internet
- using some personal and/or workplace designed systems for ordering, classifying and storing familiar reference materials for easy retrieval, e.g. naming and dating, or version control

Using prior knowledge and scaffolding

- making some explicit connections between new information or ideas and their own prior knowledge and experience, using techniques like anecdotes and simple analogies
- beginning to transfer key principles and concepts to new situations, allowing for some contextual differences
- using routine 'how to' processes as scaffolding for learning, e.g. manuals or graphic organisers
- using explicit strategies to organise and make connections between information or ideas, e.g. underlining main points or drawing a sequencing diagram
- using a range of techniques to reinforce learning, e.g. mnemonics, visualising, rehearsing, summarising or explaining to someone else

Learning with and from others

- identifying own and others' roles in a group or team and making an active contribution
- participating in online collaborations where appropriate, e.g. discussion boards
- demonstrating awareness of different personal and cultural perspectives, and making some attempt to understand and accommodate these
- considering and responding to some advice and feedback on performance from a trusted person.

2.7 Assessment

The assessment for this topic consists of two parts:

- an extended response — written (Internal assessment 1A)
- a student learning journal (Internal assessment 1B).

2.7.1 Internal assessment 1A: Extended response — written

Description

This assessment focuses on writing to make meaning about personal identity, community and/or education and training, for particular audiences and purposes. It is an open-ended task where reading and understanding a variety of texts and text types is used as a springboard for a written response. While students may undertake some research in the development of the response, it is not the focus of this technique.

Students may support their responses with visual, audio and/or digital elements appropriate to the text type.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

The written extended response, and the accompanying learning journal, must use subject matter from Topic 1: Personal identity and education.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

3. communicate relationships between ideas and information in a style appropriate to audience and purpose in personal, social and learning situations
4. select vocabulary, grammatical structures and conventions appropriate to the text in personal, social and learning situations.

Note: Objectives 1, 2, 5, 6, 7 and 8 are not assessed in this instrument.

Specifications

Students will create a written text in which they explain the relationships between ideas and information they have sourced from a variety of texts. To do this, students explore a text, influential personality, social issue or current event that they are interested in. Students use this understanding to communicate their perspectives using specialised vocabulary, grammatical structures and conventions.

Students' responses should be situated within a particular real-life or lifelike context, and for a specific purpose and audience, for example:

- a website reviewing a text of the student's choice
- a magazine article about an influential person in the community
- a letter to the editor exploring a social issue or current event.

Conditions

- Length: 500–800 words
- Duration: 3 weeks' notification and preparation

Summary of the criterion to be assessed

The following table summarises the criterion and assessment objectives for the extended response — written.

Criterion	Objectives
Writing	3, 4

Note: Objectives 1, 2, 5, 6, 7 and 8 are not assessed in this instrument.

Instrument-specific standards

Writing	Grade
The student work has the following characteristics:	
<ul style="list-style-type: none"> • <u>thorough</u> explanations of the relationships between ideas and information sourced from <u>familiar</u> and some <u>unfamiliar texts</u>, including some <u>complex</u> texts, in personal, social and learning situations • <u>effective selection</u> and <u>use</u> of specialised vocabulary, grammatical <u>structures</u> and conventions in familiar and some unfamiliar texts, including some complex texts, in personal, social and learning situations. 	A
<ul style="list-style-type: none"> • <u>relevant</u> explanations of the relationships between ideas and information sourced from <u>familiar</u> and some unfamiliar texts, including some complex texts, in personal, social and learning situations • <u>appropriate</u> selection and use of specialised vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, including some complex texts, in personal, social and learning situations. 	B
<ul style="list-style-type: none"> • explanations of the relationships between ideas and information sourced from familiar and some unfamiliar texts in personal, social and learning situations • selection and use of vocabulary, grammatical structures and conventions in familiar and some unfamiliar texts and contexts, in personal, social and learning situations. 	C
<ul style="list-style-type: none"> • descriptions of <u>obvious</u> relationships between ideas and information sourced from familiar texts in personal, social and learning situations • <u>uneven</u> selection and use of <u>simple</u> vocabulary, grammatical structures and conventions in familiar texts and contexts, in personal, social and learning situations. 	D
<ul style="list-style-type: none"> • statements of ideas and information sourced from familiar texts in personal, social and learning situations • uneven use of simple vocabulary and grammatical structures in personal, social and learning situations. 	E

2.7.2 Internal assessment 1B: Student learning journal

Description

As part of this assessment, students are required to maintain a learning journal that contains a range and balance of entries and activities that represent a selection of reflections on contexts and processes (sociocultural, cognitive and metacognitive) encountered during this topic.

It is a purposeful collection of work and writings that help define students' efforts and achievements in the core skill of learning. The learning journal can be used to document a variety of information, ideas, thoughts, learning strategies and working processes, and should contain decisions made and reasons or justifications for these decisions.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

7. plan, implement and adjust processes to achieve learning outcomes
8. apply learning strategies.

Note: Objectives 1–6 are not assessed in this instrument.

Specifications

The learning journal consists of individual student responses to, and personal reflections on, their use and application of literacy skills in communications about personal identity, achieving personal goals and interacting with the wider community. It represents thinking and learning practices as they develop across the topic and includes the planning and completion of internal assessment 1A, the written extended response.

The learning journal comprises a range of entries and a record of activities that represent reflections on contexts and processes. It records a student's learning progress and their developing literacy and communication skills. It helps them make sense of what they have been learning as they move towards meeting the objectives of the course and allows them to practise their writing skills in an open-ended format that encourages the same thought processes used in analytical writing.

The act of reflecting on thoughts, ideas, feelings and their own learning encourages the development of metacognitive skills by helping students self-evaluate and sort what they know from what they do not know. The process of examining one's own thoughts and feelings is especially helpful for students who are learning new concepts or beginning to grapple with complex issues that go beyond right and wrong answers. These reflections could include findings, solved and unsolved problems, and analytical and evaluative responses to stimulus materials such as cartoons, newspaper and magazine articles, photos and classroom video/audio.

Through the items selected and the student's individual responses, the learning journal should demonstrate the student's increased awareness and understanding of their identity as a learner and of their ability to:

- identify strengths, weaknesses and needs as a learner
- take responsibility for their learning and reflect on actions and outcomes
- identify personal and career goals
- plan and organise new tasks, identifying the nature and scope of tasks and developing sequenced plans

- locate, evaluate and organise information, with due consideration to the validity and reliability of sources
- make connections between new information, ideas and their own prior knowledge and experience
- transfer key principles and concepts to new situations
- use strategies to organise and make connections between information and ideas
- use a range of techniques to reinforce learning
- identify own and others' roles in a group or team and make an active contribution
- demonstrate awareness of different personal and cultural perspectives
- consider and respond to advice and feedback on their own performance.

Conditions

- Mode: The journal may be presented in written, visual and/or digital form.
- Other: The journal may use varied forms of writing such as bullet points, lists, continuous passages of text, quotations, tables, diagrams and pictures/illustrations. It may also contain annotated presentation notes, teacher observation sheets, and self and/or peer assessment.

Teacher observations and interviews

This strategy can provide many opportunities for the teacher to record observations of students, assist them in completing tasks and authenticate their work.

To be able to communicate about issues involving literacy, students should be encouraged to explain how they are working with given rules, operations, procedures and open-ended problems. This enables teachers to not only assess learning and understanding, but also to diagnose difficulties and provide guidance. Records of observations of the student's explanations can contribute to evidence of their achievements and be included in their folio.

Teachers may wish to conduct interviews with students to determine their orientation towards learning; their ability to plan, implement and adjust processes to achieve learning outcomes; and the range of strategies they draw on to assist their learning.

A question and answer session (teacher and/or class members) following submission of the written response can also provide information about students' learning and engagement with the task.

Summary of the criterion to be assessed

The following table summarises the criterion and assessment objectives for the learning journal.

Criterion	Objectives
Learning	7, 8

Note: Objectives 1–6 are not assessed in this instrument.

Instrument-specific standards

Learning	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • <u>effective</u> planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations • <u>purposeful</u> application of learning strategies in personal, social and learning situations. 	A
<ul style="list-style-type: none"> • <u>logical</u> planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations • <u>consistent</u> application of learning strategies in personal, social and learning situations. 	B
<ul style="list-style-type: none"> • planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations • application of learning strategies in personal, social and learning situations. 	C
<ul style="list-style-type: none"> • occasional planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations • some application of learning strategies in personal, social and learning situations, with <u>variable</u> success. 	D
<ul style="list-style-type: none"> • <u>infrequent</u> planning, implementation and adjustment of processes to achieve learning outcomes in personal, social and learning situations • <u>isolated</u> application of learning strategies in personal, social and learning situations. 	E

3 Topic 2: The work environment

3.1 Description

In Topic 2, 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.

They learn to make meaning from different work-related text types, identify their own purposes for reading, and understand the role they play in the construction of meaning within a workplace environment. They identify and develop the set of knowledge, writing skills and strategies concerned with the ability to shape written language according to the workplace purpose, audience and context.

Oral communication involves both speaking and listening and is both transactional and interpersonal. Transactional exchanges are primarily practical in purpose, while interpersonal exchanges involve an engagement of the speakers with each other.

Students also come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. It is an active process of gaining understanding and developing skills that draws on students' prior knowledge and experiences as they shape meaning.

This topic consists of four interrelated core skills:

- reading
- writing
- oral communication
- learning.

3.2 Objectives

The objectives for this topic are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit.

Students will:

Objective	2A	2B
1. <u>evaluate</u> and integrate information and ideas to <u>construct</u> meaning from <u>texts</u> and <u>text types</u> related to a workplace and/or training situation		•
2. <u>select</u> and <u>apply</u> reading strategies that are <u>appropriate</u> to purpose and text type in a workplace and/or training situation		•
3. <u>communicate</u> relationships between ideas and information in workplace and employment contexts in a style appropriate to audience and purpose		
4. select vocabulary, grammatical <u>structures</u> and conventions that are appropriate to the text in workplace and employment contexts		
5. select and <u>use</u> appropriate strategies to establish and maintain spoken communication in workplace and employment contexts	•	
6. <u>derive</u> meaning from a range of oral texts related to the work environment	•	
7. <u>plan</u> , <u>implement</u> and adjust processes to achieve learning outcomes related to the work environment		
8. apply learning strategies in workplace and employment contexts.		

3.3 Core skill 1: Reading

This core skill relates to a student's performance in making meaning from different text types, including their awareness of an author's purpose and intended audience, of their own purposes for reading, and of the role they themselves play in the construction of meaning.

It recognises the degree to which a student can:

- articulate a purpose for reading and pose questions that reading may answer
- select texts and locate information appropriate to needs and interests
- draw on, and make connections with, prior knowledge and experience
- use semantic and syntactic cues
- interpret and analyse texts where meaning may be embedded or implicit
- critically evaluate the purpose of a text, examining the relationship between the intended audience and the text, including unstated power relations and positioning of the reader
- reflect on meaning, taking into account the understanding of the world and cultural knowledge presumed by the text, and of the reader's own position in relation to it
- self-monitor, drawing on a range of strategies to aid comprehension when meaning is lost.

Subject matter

In this core skill, students should:

- evaluate and integrate information and ideas to construct meaning from a range of familiar and some unfamiliar texts and text types by

Purpose

- identifying some explicit who, what, when, why and how questions to be answered by reading fiction or nonfiction texts
- beginning to reflect on the usefulness of a selected text for the purpose

Complexity

- understanding familiar texts of limited complexity that may incorporate graphs, tables and charts
- understanding texts requiring integration of a number of ideas, pieces of information and some inference
- identifying the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and that may involve the use of some abstract language and the passive voice
- understanding texts on familiar subjects that incorporate some abstract language and use of the passive voice

Prediction and prior knowledge

- drawing on prior knowledge of familiar topics and text structures to read ahead
- integrating new ideas and information with existing understanding

Critical reading and text analysis

- identifying the purposes and intended audiences
- separating fact from opinion
- recognising that words and grammatical choices may carry particular shades of meaning in different contexts
- recognising that authors select structure, tone and language to achieve specific purposes
- interpreting and extrapolating information from texts containing graphs and diagrams
- understanding why it may be important to identify who has created a text, and beginning to consider the validity of the source
- identifying some implicit meanings and drawing simple inference, e.g. inferring an author's stance from a cartoon used to illustrate a text

- select and apply a range of reading strategies as appropriate to purpose and text type by

Text navigation

Subject matter

- recognising the structures and distinguishing features of a range of familiar text types
- beginning to use knowledge of text structures and features (e.g. headings, paragraphing or punctuation) as an aid to skimming and scanning

Comprehension strategies

- using a range of strategies to facilitate comprehension, e.g. creating a mental image, reading ahead or underlining topic sentences
- self-monitoring reading for sense and accuracy, and selecting from a range of strategies to aid comprehension when meaning is lost, e.g. self-correcting or reading aloud
- using explicit strategies to make connections between information and ideas while reading, e.g. making margin notes or simple diagrams

Decoding and fluency

- reading familiar texts fluently and automatically, recognising most everyday words and some specialised vocabulary
- recognising when unknown words are essential to meaning and using a range of decoding strategies to identify them, e.g. syllabification, spelling patterns or analogy

Syntax and language patterns

- predicting the meaning of unknown words by considering surrounding words, phrases and sentences; cross-checking that this makes syntactic and semantic sense
- recognising introductory phrases that indicate an opinion or a fact is being offered
- identifying some signalling devices, including those that refer to words or phrases in previous clauses or sentences, e.g. although, when, if, while, secondly
- recognising that punctuation is used to clarify meaning and reduce ambiguity

Vocabulary

- recognising and comprehending common idioms, slang, acronyms and some specialised terminology and dialect in routine texts
- understanding that some words and phrases have figurative meanings
- routinely using dictionaries and other references to determine the meaning of unknown words.

3.4 Core skill 2: Writing

This core skill focuses on the set of skills, knowledge and strategies concerned with the ability to shape written language according to purpose, audience and context. Effective writers employ a combination of strategies, including big picture strategies (e.g. audience and purpose) and strategies around the mechanics of writing (e.g. spelling and punctuation). Students need to consider the appropriate text type to convey the message in each context.

Subject matter

In this core skill, students should:

- communicate relationships between ideas and information in a style appropriate to audience and purpose by

Range

- producing a range of text types (familiar and some unfamiliar) with appropriate structures

Audience and purpose

- demonstrating the need to vary written language to meet requirements of the audience and purpose
- choosing an appropriate text type to communicate relevant information and ideas, e.g. a memo, dialogue or poem
- beginning to use writing as a tool for identifying issues and generating new ideas

Structure and cohesion

- sequencing writing to produce cohesive text
- interrelating ideas, information and some support material when writing about familiar topics
- using layout consistent with text type

Register

- demonstrating an understanding of a range of formal and informal registers

Plan, draft, proof and review

- using basic models to produce a range of text types
- using the processes of planning, drafting and proofreading
- self-correcting their writing to check for consistency and accuracy

- select vocabulary, grammatical structures and conventions appropriate to the text by

Vocabulary

- drawing on a vocabulary that is sufficiently broad that a relevant word is usually available
- using vocabulary with increasing precision to show how words carry particular shades of meaning
- using an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank
- using some familiar acronyms
- using some common idioms, where appropriate to task or context

Grammar

- using introductory phrases that indicate that an opinion or fact is being offered
- using some complex and compound sentences
- using grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints
- using dependent clauses introduced by words such as although, when, if, while
- using a range of tenses

Punctuation

- using punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks

Spelling

- using a spell checker with increasing understanding, independence and awareness of its limitations
- spelling with reasonable accuracy
- attempting to spell unfamiliar words using a range of strategies, including phonic and visual letter patterns, syllabification and word origin

Legibility

- using a legible handwriting style or a computer font appropriate to the audience and purpose.

3.5 Core skill 3: Oral communication

This core skill recognises that language is a social everyday event that is shaped by purpose and context. It has two aspects: speaking and listening.

Oral communication involves both transactional and interpersonal exchanges. Transactional exchanges are primarily practical in purpose, and designed to achieve a specific outcome such as providing or obtaining information, goods or services. Transactional exchanges tend to be more formulaic and structured, and may often involve situations where speakers have no prior knowledge of each other.

Interpersonal exchanges involve an engagement of the speakers with each other for the purposes of establishing, building and maintaining a relationship, as well as problem-solving, exploring issues, dealing with conflict, and sharing and expressing emotions. The speakers may not have had previous contact and the relationship may or may not be ongoing.

Exchanges may be formal or informal and will be influenced by considerations such as the context of the exchange, cultural understandings, power relations, social distance, and emotional or attitudinal factors. They will also be influenced by the medium of the exchange; that is, not all oral events occur face to face. As technology improves, there is an increasing number of avenues by which oral communication takes place, such as online interactive telecommunication. Listening activities may not involve interaction with another person but the listener interacts purely with other mediums such as music, movies and radio.

Subject matter

In this core skill, students should:

- select and use appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts by

Range and context

- using structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, problem-solving, exploring issues in everyday situations, and establishing, maintaining and developing relationships

Audience and purpose

- demonstrating an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose

Register

- demonstrating awareness of choices for register, especially in situations that are familiar

Cohesion and structure

- identifying cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate

Grammar

- using introductory phrases that indicate an opinion or fact is being offered
- using dependent clauses introduced by words such as although, when, if, while
- using appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions or express viewpoints
- using a range of tenses

Vocabulary

- using some common idioms
- using vocabulary that is sufficiently broad that a relevant word is almost always available for both everyday and more specific contexts

Pronunciation and fluency

- refining intended meaning, varying speed and changing tone or emphasis when speaking
- using pronunciation, stress patterns and intonation that do not obscure meaning but may require occasional clarification
- using speech that may be characterised by uneven flow, with some repetition, especially in longer utterances

Subject matter

Non-verbal communication

- using interactional strategies such as non-verbal feedback to support communication

- derive meaning from a range of oral texts in familiar and some unfamiliar contexts by

Range and context

- making meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, problem-solving, exploring issues in everyday situations, and establishing, maintaining and developing relationships
- identifying gist of oral texts with some unfamiliar elements, e.g. movies or presentations

Audience and purpose

- recognising the way structure and register may change according to the purpose of the oral text

Structure and grammar

- recognising introductory phrases that indicate that an opinion or fact is being offered
- comprehending dependent clauses introduced by words such as although, when, if, while
- identifying cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
- following the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints
- understanding a range of tenses

Comprehension

- comprehending longer oral texts with limited complexity
- listening for relevant information to make notes from oral texts on a range of everyday topics

Vocabulary

- comprehending both everyday vocabulary and vocabulary from more specific contexts
- recognising some common idioms

Rhythm, stress and intonation

- interpreting stress patterns and intonation
- following speech at normal rate of utterance

Non-verbal communication

- providing non-verbal feedback in order to show interest or attitude.

3.6 Core skill 4: Learning

The rapid rate of change affecting all aspects of contemporary life has implications for participation in community, social, training and work spheres. Crucial to adapting to rapidly evolving environments is a student's orientation towards learning, and the range of strategies they can draw on to assist their learning.

A set of key principles underpins this core skill.

- Learning is a purposeful, goal-directed activity, undertaken to achieve objectives that are valued by the student.
- Learning is an active process of gaining understanding and developing skills. Students draw on their prior knowledge and experience as they shape meaning.
- Learning is socially constructed, occurring within, and strongly influenced by, context and culture.
- A student's knowledge and skills are contextualised and do not necessarily transfer neatly from one situation to another without adaptation. Effective transfer requires practice, time and appropriate support.
- Learning does not necessarily occur in a logical, incrementally increasing fashion. Each time students take on a new challenge they are likely to need time, support and resources before their performance improves.
- Learning has cognitive, emotional and social dimensions. Although all individuals learn, not everything that is learned about learning is necessarily positive. Some individuals have developed negative perceptions of themselves as learners. This can act as a barrier to further learning, especially in formal contexts.

Subject matter

In this core skill, students should:

- plan, implement and adjust processes to achieve learning outcomes and begin to seek new challenges by

Learner identity

- identifying relevant strengths, weaknesses and needs as a learner, and taking these into account in selecting learning options
- recognising some strengths and limitations of preferred approaches to learning and beginning to expand own repertoire
- taking responsibility for routine learning in familiar contexts
- accepting some learning challenges that involve moving outside personal comfort zone
- demonstrating some personal resilience in the face of difficulties, and beginning to recognise that risk taking and making mistakes are essential aspects of learning
- reflecting on actions and outcomes in familiar contexts, recognising and correcting some errors in performance

Goals and pathways

- identifying personal or career goals and associated learning goals
- identifying appropriate formal or informal learning pathways, seeking information and advice as required
- developing a formal learning plan to achieve goals, incorporating simple achievable steps and timeframes
- anticipating some potential barriers to learning and identifying several strategies to address these

Planning and organising

- attempting new tasks or activities that may involve simple extrapolation and inferencing
- drawing on prior knowledge to identify the nature and scope of new tasks in routine situations, with some awareness of the need to allow for contextual differences

Subject matter

- developing a sequenced plan for a specific task with prioritised steps and some attention to timelines
- independently accessing a range of support resources
- using ICT-based tools in familiar contexts with some appreciation of their strengths and limitations
- experiment with new learning strategies in familiar contexts and apply some strategies in less familiar contexts by

Locating, evaluating and organising information

- posing some who, what or why questions to help focus an information search
- independently searching the internet, using keywords, simple questions and trial-and-error approaches
- evaluating the reliability of sources in familiar contexts on the basis of a small set of criteria, e.g. directly relevant to purpose, opinion or fact
- beginning to consider the validity of a source, e.g. an opinion or factual text on the internet
- using some personal and/or workplace designed systems for ordering, classifying and storing familiar reference materials for easy retrieval, e.g. naming and dating, or version control

Using prior knowledge and scaffolding

- making some explicit connections between new information, ideas, and own prior knowledge and experience, using techniques like anecdotes and simple analogies
- beginning to transfer key principles and concepts to new situations, allowing for some contextual differences
- using routine 'how to' processes as scaffolding for learning, e.g. manuals or graphic organisers
- using explicit strategies to organise and make connections between information and ideas, e.g. underlining main points or drawing a sequencing diagram
- using a range of techniques to reinforce learning, e.g. mnemonics, visualising, rehearsing, summarising or explaining to someone else

Learning with and from others

- identifying own and others' roles in a group or team and making an active contribution
- participating in online collaborations where appropriate, e.g. discussion boards
- demonstrating awareness of different personal and cultural perspectives and making some attempt to understand and accommodate these
- considering and responding to some advice and feedback on performance from a trusted person.

3.7 Assessment

The assessment for this topic consists of two parts:

- an extended response — spoken/signed (Internal assessment 2A)
- a reading comprehension task (Internal assessment 2B).

3.7.1 Internal assessment 2A: Extended response — spoken/signed

Description

This assessment focuses on the interpretation, examination and/or evaluation of ideas and information related to a workplace and/or training situation. While students may undertake some research when developing the extended response, it is not the focus of this technique.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Students may support their responses with audio, visual and digital media, where appropriate.

The spoken/signed extended response, and the reading comprehension task, must use subject matter from Topic 2: The work environment.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

5. select and use strategies to establish and maintain spoken communication in workplace and employment contexts
6. derive meaning from a range of oral texts related to the work environment.

Specifications

Students are required to create a spoken/signed text that explores an issue or idea currently represented in the media or that the student is individually interested in that relates to Topic 2: The workplace environment. The spoken/signed text will invite audiences to take up positions about this issue through selected content, language and textual elements to express their viewpoints.

Examples of spoken/signed texts include:

- job interview
- conflict in the workplace role play
- debate on employee rights and responsibilities
- presentation on safety in the workplace
- information seminar
- career day speech.

Each student will conduct a peer review on another student's presentation, focusing on how they derive meaning from the spoken text through listening.

Conditions

- Spoken/signed presentation: 4–6 minutes
- Peer review
- Duration: 3 weeks' notification and preparation
- Other:
 - may be supported by additional audio, visual or digital media, but the focus of this assignment is the spoken/signed element
 - the spoken/signed mode may be live or audio- or video-recorded
 - individual task.

Summary of the criterion to be assessed

The following table summarises the criterion and assessment objectives for the spoken/signed response.

Criterion	Objectives
Oral communication	5, 6

Note: Objectives 1, 2, 3, 4, 7 and 8 are not assessed in this instrument.

Instrument-specific standards

Oral communication	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • <u>selection</u> and <u>use</u> of <u>effective</u> strategies that establish and maintain spoken communication in workplace and employment contexts • <u>thorough</u> explanation of the meaning that is made from <u>familiar</u> and some <u>unfamiliar</u> oral <u>texts related</u> to the work environment. 	A
<ul style="list-style-type: none"> • selection and use of <u>appropriate</u> strategies that establish and maintain spoken communication in workplace and employment contexts • <u>relevant</u> explanation of the meaning that is made from familiar and some unfamiliar oral texts related to the work environment. 	B
<ul style="list-style-type: none"> • selection and use of strategies that establish and maintain spoken communication in workplace and employment contexts • meaning is made from familiar and some unfamiliar oral texts related to the work environment. 	C
<ul style="list-style-type: none"> • selection and use of aspects of strategies that establish and maintain spoken communication in workplace and employment contexts, with <u>variable</u> success • some meaning is made from oral texts related to the work environment. 	D
<ul style="list-style-type: none"> • rare use of strategies that establish and maintain spoken communication in workplace and employment contexts, with <u>minimal</u> success • meaning is rarely made from oral texts related to the work environment. 	E

3.7.2 Internal assessment 2B: Reading comprehension task

Description

This assessment focuses on making meaning from different text types, including awareness of an author's purpose and intended audience, individual purposes for reading, and the role individuals play in the construction of meaning.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. evaluate and integrate information and ideas to construct meaning from texts and text types related to a workplace and/or training situation
2. select and apply reading strategies, appropriate to purpose and text type, in a workplace and/or training situation.

Specifications

Students demonstrate the reading objectives as they make meaning from the different text types they encounter in developing their spoken/signed response to Internal assessment 2A and that relates to the subject matter from Topic 2: The workplace environment.

Evidence could include a comprehension task and/or a record of a teacher interview/s to support teacher judgments on the reading criterion.

Comprehension task

A reading comprehension task provides evidence of students' demonstration of the reading objectives and their ability to evaluate and integrate information and ideas from texts, and select and apply reading strategies. A reading comprehension task should examine the student's ability to:

- comprehend texts to understand information, ideas, opinions and experiences related to the work environment
- identify tone, purpose, context and audience to infer meaning, values and attitudes related to the work environment
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives related to the work environment.

A reading comprehension task requires students to respond to three to five stimulus texts, of which one is written, one is audio or audiovisual and one is visual. The texts are:

- unseen materials that students have not previously been exposed to directly in class
- authentic
- related to the Topic 2 subject matter
- written text and transcripts of 500–800 words in length, when combined.

Stimulus materials must be succinct enough to allow students sufficient time to engage with them, but complex enough to allow them to demonstrate the range of cognitions in the instrument-specific standards.

Teacher observations and interviews

This strategy can provide many opportunities for the teacher to record observations of students, assist them in completing tasks and authenticate their work.

To be able to communicate about issues involving literacy, students should be encouraged to explain how they are working with given rules, operations, procedures and open-ended problems. This enables teachers to not only assess learning and understanding, but also to diagnose difficulties and provide guidance. Records of observations of the student's explanations can contribute to evidence of their achievements and be included in their folio.

Teachers may wish to conduct interviews with students to determine their orientation towards learning; their ability to plan, implement and adjust processes to achieve learning outcomes; and the range of strategies they draw on to assist their learning.

A question and answer session (teacher and/or class members) at the conclusion of the spoken presentation can also provide information about students' learning and engagement with the task.

Summary of the criterion to be assessed

The following table summarises the criterion and assessment objectives for reading.

Criterion	Objectives
Reading	1, 2

Note: Objectives 3–8 are not assessed in this instrument.

Instrument-specific standards

Reading	
The student work has the following characteristics:	Grade
<ul style="list-style-type: none"> • <u>purposeful evaluation</u> of facts and ideas in a range of <u>familiar</u> and some <u>unfamiliar</u>, abstract or <u>complex texts related</u> to a workplace and/or training situation • <u>selection</u> and <u>application</u> of a range of <u>effective</u> reading strategies in <u>routine</u> familiar and some unfamiliar texts in a workplace and/or training situation. 	A
<ul style="list-style-type: none"> • <u>appropriate</u> evaluation of facts and ideas in a range of familiar and some unfamiliar texts related to a workplace and/or training situation • selection and application of a range of appropriate reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation. 	B
<ul style="list-style-type: none"> • evaluation of facts and ideas in a range of familiar and some unfamiliar texts related to a workplace and/or training situation • selection and application of a range of reading strategies in routine familiar and some unfamiliar texts in a workplace and/or training situation. 	C
<ul style="list-style-type: none"> • <u>simple</u> judgments about <u>basic</u> facts and ideas in familiar texts related to a workplace and/or training situation • occasional selection and application of reading strategies in familiar texts in a workplace and/or training situation, although not always <u>successfully</u>. 	D
<ul style="list-style-type: none"> • opinions expressed about facts and ideas in familiar texts related to a workplace and/or training situation • rare application of reading strategies related to a workplace and/or training situation, even in simple familiar texts. 	E

4 Glossary

Term	Explanation
A	
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
ACSF	Australian Core Skills Framework; a tool that assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy; developed to facilitate a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation

Term	Explanation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
apt	suitable to the purpose or occasion; fitting, appropriate
area of study	a division of, or a section within a unit
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
aspects	particular parts of a feature of something; facets, phases or parts of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
assessment	purposeful and systematic collection of information about students' achievements
assessment instrument	a tool or device used to gather information about student achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assessment technique	the method used to gather evidence about student achievement, (e.g. examination, project, investigation)
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
Australian Core Skills Framework	ACSF; a tool that assists both specialist and non-specialist English language, literacy and numeracy practitioners describe an individual's performance in the five core skills of learning, reading, writing, oral communication and numeracy; developed to facilitate a consistent national approach to the identification and development of the core skills in diverse personal, community, work, and education and training contexts
authentic learning	learning that is based in real-life or lifelike contexts and that has meaning and purpose in the life of students
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
B	
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
basic	fundamental

Term	Explanation
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
challenging	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
characteristic	a typical feature or quality
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
clear	free from confusion, uncertainty, or doubt; easily seen, heard or understood
clearly	in a clear manner; plainly and openly, without ambiguity
coherent	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
cohesive	characterised by being united, bound together or having integrated meaning; forming a united whole
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
competent	having suitable or sufficient skills, knowledge, experience etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way

Term	Explanation
complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
concisely	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds; in command of
conventions of communication	rules that govern the way we write and speak and that suit the purpose of the text and the intended audience (e.g. formal or informal language)
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible

Term	Explanation
core skill	an ability or specific competence considered essential for individuals to participate effectively in society and the workplace; linked to the physical, social and economic wellbeing of individuals, workplace productivity, safety, community interaction and capacity; the five core skills described in the Australian Core Skills Framework (ACSF) are learning, reading, writing, oral communication and numeracy
course	a defined amount of learning developed from a subject syllabus or alternative sequence
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
criterion	the property or characteristic by which something is judged or appraised
critical	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cursory	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something without noticing details; hasty; superficial
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
defensible	justifiable by argument; capable of being defended in argument
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function

Term	Explanation
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
detailed	executed with great attention to the fine points; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
draw conclusions	make a judgment based on reasoning and evidence

Term	Explanation
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
erroneous	based on or containing error; mistaken; incorrect
essential	absolutely necessary; indispensable; of critical importance for achieving something
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict

Term	Explanation
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
Extension subject	a two-unit subject for which a syllabus has been developed by the QCAA, that is an extension of one or more General or Alternative sequence subject/s, studied concurrently with, or after completion of, the final two units of that subject
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
external assessment	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
F	
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
familiar	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
fluent	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
fluently	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
formative assessment	assessment whose major purpose is to improve teaching and student achievement
fragmented	disorganised; broken down; disjointed or isolated

Term	Explanation
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
G	
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
generate	produce; create; bring into existence
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
illogical	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
implement	put something into effect, e.g. a plan or proposal
implicit	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
improbable	not probable; unlikely to be true or to happen; not easy to believe
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
independent	thinking or acting for oneself, not influenced by others
in-depth	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)

Term	Explanation
infrequent	happening or occurring at long intervals or not often; not constant, habitual or regular
innovative	new and original; introducing new ideas; original and creative in thinking
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
instrument-specific marking guide	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
instrument-specific standards	describe the characteristics evident in student responses and align with the identified assessment objectives
integral	<i>adjective</i> necessary for the completeness of the whole; essential or fundamental; <i>noun</i> in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
intended	designed; meant; done on purpose; intentional
internal assessment	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
investigation	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
irrelevant	not relevant; not applicable or pertinent; not connected with or relevant to something

Term	Explanation
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justified	sound reasons or evidence are provided to support an argument, statement or conclusion
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
L	
lateral	(of thinking) a way of thinking that seeks the solution to a problem by making associations with other apparently unrelated areas, rather than by pursuing one logical train of thought
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
logically	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
mental procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge'; there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
minimal	least possible; small, the least amount; negligible

Term	Explanation
modify	change the form or qualities of; make partial or minor changes to something
multimodal	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
non-verbal communication	communication without the use of words; may include gestures, body language or posture, facial expressions, touch or eye contact
nuanced	showing a subtle difference or distinction in expression, meaning, response etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of or ability to express delicate shadings, as of meaning, feeling or value
O	
objectives	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
obvious	clearly perceptible or evident; easily seen, recognised or understood
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking
P	
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
performance	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time

Term	Explanation
persuasive	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
perusal time	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
planning time	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
product	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
proficient	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
project	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way
psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
purposeful	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional

Term	Explanation
Q	
QCE	Queensland Certificate of Education
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
reasoned	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
refined	developed or improved so as to be precise, exact or subtle
reflect on	think about deeply and carefully
rehearsed	practised; previously experienced; practised extensively
related	associated with or linked to
relevance	being related to the matter at hand
relevant	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
repetitive	containing or characterised by repetition, especially when unnecessary or tiresome
reporting	providing information that succinctly describes student performance at different junctures throughout a course of study
resolve	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
routine	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form

Term	Explanation
S	
SAE	Standard Australian English; the form of Australian English that conforms to the perceived notion of appropriate usages for serious writing; it is English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community; it adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial; SAE operates to facilitate communication across ethnic, social, occupational and cultural groups and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English
safe	secure; not risky
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
select	choose in preference to another or others; pick out
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
Short Course	a one-unit or 55-hour course developed to meet a specific curriculum need; results from Short Courses contribute one credit to a QCE
show	provide the relevant reasoning to support a response
significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced

Term	Explanation
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects etc.
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
Standard Australian English	SAE; the form of Australian English that conforms to the perceived notion of appropriate usages for serious writing; it is English which, in its spoken and written forms, is the English of more formal communication throughout the Australian community; it adheres to broadly accepted rules of syntax and pronunciation and uses vocabulary that is more formal than colloquial; SAE operates to facilitate communication across ethnic, social, occupational and cultural groups and can be used as a benchmark against which to recognise Australian dialects and cultural varieties of English
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
structure	<i>verb</i> give a pattern, organisation or arrangement to; construct or arrange according to a plan; <i>noun</i> in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
structured	organised or arranged so as to produce a desired result
subject	a branch or area of knowledge or learning defined by a syllabus or alternative sequence; school subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
substantial	of ample or considerable amount, quantity, size etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
substantiated	established by proof or competent evidence

Term	Explanation
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition or action
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
summative assessment	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study
syllabus objectives	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
symbolise	represent or identify by a symbol or symbols
syntax	the conventions and rules for assembling words into meaningful sentences; varies across languages
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole in order to create new understanding
systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
test	take measures to check the quality, performance or reliability of something

Term	Explanation
text	a communication of meaning, produced in any medium, that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken/signed, non-verbal and visual communications of meaning; they may be extended unified works or a series of related pieces; in the ACSF, texts include written, diagrammatic, visual and oral texts, and real life objects and materials
text type	the particular structure, convention and pattern of a piece of text; the text type chosen is determined by the text's purpose, audience, context and culture; text types include procedural, persuasive, narrative, creative, report, informative, technical, descriptive and argument
textual features	micro-features of text (e.g. spelling)
thorough	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
topic	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
U	
unclear	not clear or distinct; not easy to understand; obscure
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected
use	operate or put into effect; apply knowledge or rules to put theory into practice

Term	Explanation
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
variable	<i>adjective</i> apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; <i>noun</i> in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of numbers and other objects
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
W	
wide	of great range or scope; embracing a great number or variety of subjects, cases etc.; of full extent
with expression	in words, art, music or movement, conveying or indicating feeling, spirit, character etc.; a way of expressing or representing something; vivid, effective or persuasive communication

5 References

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See the QCAA website www.qcaa.qld.edu.au for other resources.

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