

# The 49 Common Curriculum Elements

## Descriptors and Notes

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The numbering system given for the testable Common Curriculum Elements is that used within the Testing Unit. Readers should not be perturbed to find that, while the list is in numerical order, there are numbers missing. All 49 elements appear in the list.

**1. Recognising letters, words and other symbols**

**2. Finding material in an indexed collection:**

Note: *Examples of an indexed collection are — a dictionary, an encyclopaedia, a library catalogue, a road map, an art catalogue, an instruction booklet, a share register, a classified advertisement column.*

**3. Recalling/remembering:**

Note: *Consult Test Specifications Section 2.3 to establish what might reasonably be regarded as assumed knowledge, i.e. 'an elementary level of general knowledge, and a knowledge of vocabulary and mathematical operations at a level of sophistication consistent with a sound general Year 10 education ... basic arithmetic operations involved in calculation, also include fundamental mathematical concepts such as simple algebra, percentage, ratio, area, angle and power of ten notation.'*

**4. Interpreting the meaning of words or other symbols**

**5. Interpreting the meaning of pictures/illustrations**

**6. Interpreting the meaning of tables or diagrams or maps or graphs**

**7. Translating from one form to another:**

Expressing information in a different form

Note: *Translation could involve the following forms:*

- verbal information (in English)
- algebraic symbols
- graphs
- mathematical material given in words
- symbolic codes (e.g. Morse code, other number systems)
- pictures
- diagrams
- maps.

**9. Using correct spelling, punctuation, grammar**

**10. Using vocabulary appropriate to a context**

**11. Summarising/condensing written text:**

Presenting essential ideas and information in fewer words and in a logical sequence

Note: *Simply listing the main points in note form is not acceptable, nor is 'lifting' verbatim from the given passage.*

**12. Compiling lists/statistics:**

Systematically collecting and counting numerical facts or data

**13. Recording/noting data:**

Identifying relevant information and then accurately and methodically writing it down in one or more predetermined categories

Note: *Examples of predetermined categories are — female/male; odd/even; mass/acceleration.*

**14. Compiling results in a tabular form:**

Devising appropriate headings and presenting information using rows and/or columns

**15. Graphing:**

Note: *Students will be required to construct graphs as well as to interpret them (see CCE 6).*

**16. Calculating with or without calculators**

**17. Estimating numerical magnitude:**

Employing a rational process (such as applying an algorithm, or comparing by experience with known quantities or numbers) to arrive at a quantity or number that is sufficiently accurate to be useful for a given purpose

**18. Approximating a numerical value:**

Employing a rational process (such as measuring or rounding) to arrive at a quantity or number that is accurate to a specified degree

**19. Substituting in formulae**

**20. Setting out/presenting/arranging/displaying**

**21. Structuring/organising extended written text**

**22. Structuring/organising a mathematical argument:**

Generating and sequencing the steps that can lead to a required solution to a given mathematical task.

**26. Explaining to others:**

Presenting a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation

**27. Expounding a viewpoint:**

Presenting a clear convincing argument for a definite and detailed opinion

**28. Empathising:**

Appreciating the views, emotions and reactions of others by identifying with the personalities or characteristics of other people in given situations

**29. Comparing, contrasting:**

Comparing: displaying recognition of similarities and differences and recognising the significance of these similarities and differences

Contrasting: displaying recognition of differences by deliberate juxtaposition of contrary elements

**30. Classifying:**

Systematically distributing information/data into categories that may be either presented to, or created by, the student

**31. Interrelating ideas/themes/issues**

**32. Reaching a conclusion which is necessarily true provided a given set of assumptions is true:**

Deducing

**33. Reaching a conclusion which is consistent with a given set of assumptions:**

Inferring

**34. Inserting an intermediate between members of a series:**

Interpolating

**35. Extrapolating:**

Logically extending trends or tendencies beyond the information/data given

**36. Applying strategies to trial and test ideas and procedures**

**37. Applying a progression of steps to achieve the required answer:**

Making use of an algorithm (that is already known by students or that is given to students) to proceed to the answer

**38. Generalising from information:**

Establishing by inference or induction the essential characteristics of known information or a result

**41. Hypothesising:**

Formulating a plausible supposition to account for known facts or observed occurrences

The supposition is often the subject of a validation process.

**42. Criticising:**

Appraising logical consistency and/or rationally scrutinising for authenticity/merit

Note: *also critiquing — critically reviewing*

**43. Analysing:**

Dissecting to ascertain and examine constituent parts and/or their relationships

**44. Synthesising:**

Assembling constituent parts into a coherent, unique and/or complex entity

The term 'entity' includes a system, theory, communication, plan, set of operations.

**45. Judging/evaluating:**

Judging: applying both procedural and deliberative operations to make a determination

Procedural operations are those that determine the relevance and admissibility of evidence, whilst deliberative operations involve making a decision based on the evidence.

Evaluating: assigning merit according to criteria

**46. Creating/composing/devising**

**48. Justifying:**

Providing sound reasons or evidence to support a statement

Soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true.

#### **49. Perceiving patterns:**

Recognising and identifying designs, trends and meaningful relationships within text.

#### **50. Visualising:**

*Note: Examples of aspects of this element that might be tested include:*

*visualising spatial concepts (e.g. rotation in space)*

*visualising abstractions in concrete form (e.g. kinetic theory — the movement of molecules)*

*visualising a notion of a physical appearance from a detailed verbal description.*

#### **51. Identifying shapes in two and three dimensions**

#### **52. Searching and locating items/information:**

*Note: This element as it occurs in syllabuses usually refers to field work. As these conditions are plainly impossible to reproduce under QCS Test conditions, testing can only be performed at a 'second order' level.*

*In the sense of looking for things in different places, 'searching and locating items/information' may be taken to include quoting, i.e. repeating words given in an extract in the stimulus material.*

#### **53. Observing systematically:**

*Note: This element as it occurs in syllabuses usually refers to laboratory situations. As these conditions are plainly impossible to reproduce under QCS Test conditions, testing can only be performed at a 'second order' level.*

#### **54. Gesturing:**

Identifying, describing, interpreting or responding to visual representations of a bodily or facial movement or expression, that indicates an idea, mood or emotion

*Note: This element as it occurs in syllabuses refers to acting and other forms of movement. It is possible to test only the interpretation of movement and expression. It is understood that there are cultural variations relating to the meanings of particular gestures.*

#### **57. Manipulating/operating/using equipment:**

Displaying competence in choosing and using an implement (in actual or representational form) to perform a given task effectively

#### **60. Sketching/drawing:**

Sketching: executing a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy

Drawing: depicting an object, idea or system pictorially, such as in a clearly defined diagram or flowchart.

*Note: Sketching/drawing does not include the representation of numerical data as required in CCE 14 and CCE 15.*

## **More information**

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au) and search for 'QCS Test'. Alternatively, phone 3864 0270 or email [qcs.admin@qcaa.qld.edu.au](mailto:qcs.admin@qcaa.qld.edu.au).