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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 which current conceptions of literacy — as social practice, critical engagement, context-specific and multiple — suggest it should be.\(^3\)

This short course senior syllabus 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 (see Appendix 2). It is also informed by the Australian Core Skills Framework (ACSF).\(^4\) The requirements for a C Level of Achievement in this short course mirror the literacy requirements for ACSF Level 3. 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 QSA website <www.qsa.qld.edu.au>.

In this course of study students will:

- 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 or electronic texts
- evaluate and communicate ideas and information in written, oral, visual or electronic modes
- learn and use textual features and conventions, including vocabulary and grammatical structures.

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

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.

1.1 **Attitudes and values**

Through this course of study, students should develop positive attitudes, values and feelings towards learning literacy. Students should:

- have confidence in using a range of language skills
- value the need for clear communication
- appreciate the value of working cooperatively with others in a range of group and individual activities
- gain personal enjoyment from reading, viewing, writing, speaking/signing and listening
- appreciate that effective communication involves trust, respect for others, cooperation and tolerance, including a commitment to non-discriminatory language
- develop the desire to engage in lifelong learning.

1.2 **Aboriginal and Torres Strait Islander perspectives**

The Queensland Studies Authority (QSA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before colonisation through to the present time. To strengthen students’ appreciation and understanding of the first peoples of the land, relevant sections of the syllabus identify content and skills that can be drawn upon to encourage engagement with:

- Indigenous frameworks of knowledge and ways of learning
- Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live
- Indigenous contributions to Australian society and cultures.

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5 The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The Queensland Studies Authority (QSA) is committed to helping achieve this vision and supports teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.
2. **Dimensions and objectives**

The objectives are those that the school is required to teach and that students have the opportunity to learn. Schools must assess how well students have achieved the objectives.

The objectives, as well as the standards, are grouped by dimensions, which describe the salient properties or characteristics of the learning.

There are three interrelated, assessable dimensions linked to the achievement standards (see Section 5.7). These are:

- **reading and writing**
- **oral communication**
- **learning**.

Progress in all dimensions should occur concurrently, as progress in one dimension may depend on the skills developed in another. The objectives for each dimension are detailed below.

### 2.1 Reading and writing

Reading refers to the ability to understand the meaning and purpose of texts. Readers are able to critically reflect on and evaluate the information, ideas and meanings contained within texts, and are able to source, sort and categorise information.

Writing refers to the ability to shape written language according to the purpose, audience and context.

By the conclusion of the course, students should:

- evaluate and integrate facts and ideas to construct meaning
- select and apply a range of reading strategies
- communicate the relationships between ideas and information in the written mode
- select and apply vocabulary, grammatical structures and conventions.

### 2.2 Oral communication

Oral communication involves transactional and interpersonal exchanges. These may be formal or informal, and involve both speaking and listening skills.

By the conclusion of the course, students should:

- select and use strategies that establish and maintain spoken communication
- derive meaning from oral texts.

### 2.3 Learning

Learning strategies are part of the metacognitive processes that students need to plan, monitor, evaluate and regulate their thinking and learning. Students’ individual orientation towards learning and the range of strategies they can draw on to assist their learning are crucial to helping them adapt to rapidly evolving environments.

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By the conclusion of the course, students should:

- acquire, plan for and apply practical strategies that facilitate learning
- evaluate and adapt learning strategies as required.
3. **Course organisation**

The number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is a minimum of 55 hours.

3.1 **Course requirements**

The requirements for a course are:
- the objectives within the dimensions of reading and writing, oral communication and learning (see Section 2)
- the six aspects of communication (see Section 4).

3.2 **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
- choose topics or issues that are of interest to students
- provide choices in learning contexts and assessment where possible, to help cater for students’ individual differences
- ensure that students experience all aspects of communication at least once
- ensure learning and assessment opportunities are provided for all objectives at least twice.

**Choosing text types**

When planning a course of study and developing units of work, 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 complex.

**Qualities of routine and complex texts**

<table>
<thead>
<tr>
<th>Routine texts</th>
<th>Complex texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some unfamiliar elements and embedded information</td>
<td>Embedded information</td>
</tr>
<tr>
<td>Some specialised vocabulary</td>
<td>Specialised vocabulary</td>
</tr>
<tr>
<td></td>
<td>Abstraction and symbolism</td>
</tr>
</tbody>
</table>
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.

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

- reading and writing
- oral communication
- learning.

3.3 Subject matter elaborations

The following tables give examples of possible subject matter for each of the dimensions. For convenience they are grouped according to the performance features of the ACSF. These examples are not meant to be prescriptive or exhaustive.

3.3.1 Reading and writing

<table>
<thead>
<tr>
<th>Performance features and possible subject matter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose and audience</strong></td>
</tr>
<tr>
<td>• Identifies purpose and audience of texts across a range of familiar, and some unfamiliar, text types and aspects of communication</td>
</tr>
<tr>
<td>• Demonstrates the need to vary written language to meet requirements of audience and purpose</td>
</tr>
<tr>
<td>• Chooses appropriate text type to communicate relevant information and/or ideas effectively, e.g. memo, dialogue, poem</td>
</tr>
<tr>
<td>• Begins to use writing as a tool for identifying issues and generating new ideas</td>
</tr>
<tr>
<td><strong>Complexity</strong></td>
</tr>
<tr>
<td>• Comprehends longer texts with limited complexity that require integration of a number of ideas and pieces of information</td>
</tr>
<tr>
<td><strong>Prediction and prior knowledge</strong></td>
</tr>
<tr>
<td>• Draws on prior knowledge together with knowledge of textual cues and text structures to predict content and meaning</td>
</tr>
<tr>
<td><strong>Text structure</strong></td>
</tr>
<tr>
<td>• Uses knowledge of familiar text structures to predict content and meaning</td>
</tr>
<tr>
<td><strong>Textural analysis</strong></td>
</tr>
<tr>
<td>• Separates fact from opinion</td>
</tr>
<tr>
<td>• Compares several pieces of information from one or more texts</td>
</tr>
<tr>
<td>• Interprets and extrapolates from texts where information is presented in graphic, diagrammatic, formatted or visual formats</td>
</tr>
<tr>
<td>• Uses knowledge of text to make inferences, e.g. uses cartoon to infer author’s stand on subject</td>
</tr>
</tbody>
</table>
## Performance features and possible subject matter

### Critical literacy
- Identifies explicit and implicit meaning within a text, e.g. opinion piece
- Recognises that an author uses text to serve a particular purpose, e.g. to appeal to or exclude a group
- Recognises that the author selects the structure of a text to serve a particular purpose
- Recognises that words and grammatical choices may carry particular shades of meaning in different contexts

### Strategies
- Identifies some explicit questions to be answered by reading
- Selects from a range of strategies to aid comprehension, e.g. self-corrects, reads aloud, reads ahead, underlines, makes notes in margin
- Skims and scans to locate content
- Uses a range of word identification strategies, including phonic and visual letter patterns, syllabification, word origins

### Textual clues
- Uses a range of textual cues such as headings, paragraphing and punctuation to predict content and aid comprehension

### Grammar
- Comprehends some complex and compound sentences
- Comprehends dependent clauses introduced by words such as although, when, if, while
- Recognises devices used to refer to words or phrases used in previous clauses/sentences
- Recognises introductory phrases which indicate that an opinion or a fact is being offered
- Uses introductory phrases which indicate that an opinion or a fact is being offered
- Uses some complex and compound sentences
- Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints
- Uses dependent clauses introduced by words such as although, when, if and while

### Vocabulary
- Recognises and comprehends common idioms
- Comprehends some specialised terminology in routine texts
- Uses a range of support resources to determine meaning of unknown words
- Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available
- Uses vocabulary with increasing precision to show how words carry particular shades of meaning
- Uses English dictionary or thesaurus (hard copy or online) to extend vocabulary
- Begins to use acronyms
- Recognises and uses some common idioms
<table>
<thead>
<tr>
<th>Performance features and possible subject matter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range</strong></td>
</tr>
<tr>
<td>• Produces a range of familiar text types, with appropriate structures, across a range of aspects of communication</td>
</tr>
<tr>
<td><strong>Structure and cohesion</strong></td>
</tr>
<tr>
<td>• Sequences writing to produce cohesive text</td>
</tr>
<tr>
<td>• Interrelates ideas and information and some support material when writing about familiar topics</td>
</tr>
<tr>
<td>• Uses layout consistent with text type</td>
</tr>
<tr>
<td><strong>Register</strong></td>
</tr>
<tr>
<td>• Demonstrates an understanding of a range of formal and informal registers</td>
</tr>
<tr>
<td><strong>Plan, proof, draft, review</strong></td>
</tr>
<tr>
<td>• Uses basic models to produce a range of text types, although may handle some more easily than others</td>
</tr>
<tr>
<td>• Uses the process of planning, drafting and proofreading</td>
</tr>
<tr>
<td>• Self-corrects own writing to check for consistency and accuracy</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
</tr>
<tr>
<td>• Uses punctuation to aid understanding, e.g. capitalisation, full stops, commas, apostrophes, exclamation marks, quotation marks</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td>• Uses a spellchecker with increasing understanding, independence and awareness of its limitations</td>
</tr>
<tr>
<td>• Spells with reasonable accuracy</td>
</tr>
<tr>
<td>• Attempts to spell unfamiliar words, using a range of strategies including phonic and visual letter patterns, syllabification and word origin</td>
</tr>
<tr>
<td><strong>Legibility</strong></td>
</tr>
<tr>
<td>• Uses legible handwriting style or computer font appropriate to audience and purpose</td>
</tr>
</tbody>
</table>
### 3.3.2 Oral communication

<table>
<thead>
<tr>
<th>Performance features and possible subject matter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range and context</strong></td>
</tr>
<tr>
<td>- Uses structure and register appropriate to a range of purposes, including exchanging or obtaining goods and services; gathering or providing information; establishing, maintaining and developing relationships; problem solving; and exploring issues in everyday situations</td>
</tr>
</tbody>
</table>

| **Audience and purpose**                        |
| - Demonstrates some awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose |
| - Recognises the way structure and register may change according to the purpose of the oral text |

| **Register**                                    |
| - Demonstrates awareness of choices for register, especially in situations that are familiar |

| **Cohesion, structure and grammar**             |
| - Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate |
| - Recognises introductory phrases which indicate that an opinion or a fact is being offered |
| - Comprehends dependent clauses introduced by words such as although, when, if and while |
| - Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate |
| - Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions and viewpoints |
| - Uses introductory phrases which indicate that an opinion or a fact is being offered |
| - Uses dependent clauses introduced by words such as although, when, if and while |
| - Uses appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions, express viewpoints |

| **Vocabulary**                                  |
| - Uses some common idioms                      |
| - Uses vocabulary that is sufficiently broad so that a relevant word is almost always available for both everyday and more specific contexts |
| - Comprehends both everyday vocabulary and vocabulary from more specific contexts |
| - Recognises some common idioms                |

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

| **Paralinguistics**                             |
| - Uses interactional strategies such as non-verbal feedback in order to support effective communication |
| - Provides non-verbal feedback in order to show interest or attitude |
### Performance features and possible subject matter

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

#### Comprehension
- Comprehends longer oral texts with limited complexity
- Listens for relevant information in order to make notes from oral texts on a range of everyday topics

#### Rhythm, stress, intonation
- Generally interprets stress patterns and intonation
- Follows speech at normal rate of utterance

### 3.3.3 Learning

#### Performance features and possible subject matter

##### Goal setting
- Develops career/study goals based on knowledge of appropriate pathways

##### Designing and negotiating learning pathways
- Considers the personal/organisational relevance of formal learning choices to meet needs

##### Self awareness, strengths, weaknesses, ability to reflect on performance, learning style
- Evaluates personal strengths and needs as an ongoing part of the learning process
- Begins to use formal processes to encourage reflection, e.g. journal writing, peer as sounding-board/critical friend

##### Dispositions, active engagement in learning and degree of resilience
- Begins to build personal resilience, understanding that risk-taking and mistakes are part of the learning process
- Accepts learning challenges where some risk is involved

##### Constructing knowledge
- Is aware that different cultural perspectives may influence learning style and modes
- Shows awareness that aspects of context such as social structures and power may impact on access to learning opportunities and application of new learning

##### Metacognition, designing, managing learning process
- Begins to adapt and apply learning processes to unfamiliar tasks with some awareness of the need to allow for contextual differences
- Reflects on actions and outcomes in routine contexts, and detects and corrects errors in performance

##### Strategies for designing, managing and monitoring learning
- Assesses the nature of a learning task in a familiar context and develops plan with sequenced, prioritised steps

##### Finding, managing and evaluating learning resources
- Independently accesses a range of information resources/services to support learning,
Performance features and possible subject matter

- e.g. internet, library catalogue, databases, news services
- Poses who/what/why questions to help direct information search
- Uses information and communication technologies (ICT) to assist learning, with some appreciation of the strengths and limitations of different programs/applications in specific contexts
- Organises information, e.g. orders, classifies, stores

Transferring prior knowledge and skills

- Begins to transfer skills and knowledge to new situations, with some awareness of the need to allow for contextual differences
- Explicitly connects new ideas/information with own knowledge, using techniques such as anecdotes and analogies

Selection and application of cognitive strategies to assist learning

- Organises and makes connections between information/ideas using strategies such as categorising, comparing and sequencing
- Selects from a range of strategies to check understanding, reinforce learning and monitor progress, e.g. re-reading, identifying key sentences, summarising, self-questioning, answering practice questions
- Actively reinforces learning beyond the formal learning environment, e.g. by introducing newly learnt skills to someone else

Social construction

- Participates in learning support networks involving fellow workers or students, e.g. study groups, quality circles
- Consults with information professionals to help identify information and access tools

3.4 Composite classes

This syllabus enables teachers to develop a course that caters for a variety of circumstances, such as combined Year 10, 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study.

The flexibility of the syllabus can support teaching and learning for composite classes by enabling teachers to:

- provide opportunities for multilevel group work, peer teaching and for independent work on appropriate occasions
- structure learning experiences and assessment that allows students to access the key concepts and ideas suited to meet their needs in each year level.
3.5 Study plan requirements

A study plan is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school’s study plan must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the objectives and the exit standards. The requirements for study plan approval are available on the QSA’s website, <www.qsa.qld.edu.au>. Please see the latest updates before completing a study plan.
4. Teaching and learning

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 on the following pages are taken from the Level 3 sample activities outlined in the ACSF. The ACSF groups sample activities according to six aspects of communication to illustrate how communication varies according to purpose, audience and context. These are:

- personal (expressing identity)
- cooperative (interacting in groups)
- procedural (performing tasks)
- technical (using technology)
- systems (interacting in organisations)
- public (interacting with the wider community).

These six 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 QSA website <www.qsa.qld.edu.au>.

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### 4.1 Suggested learning experiences

#### Reading and writing: Sample activities — ACSF Level 3

<table>
<thead>
<tr>
<th>Aspect of communication</th>
<th>Suggested learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal</strong> (expressing identity)</td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td></td>
<td>- Reads and selects information from a range of written texts both online and in hard copy, e.g. finds time and date of a music concert on online ticket website, finds appropriate podcasts, uses internet banking, plans itinerary from holiday brochures and factsheets.</td>
</tr>
<tr>
<td></td>
<td>- Reads short simple narrative of choice and discusses how text reflects author’s opinion about characters, events or ideas.</td>
</tr>
<tr>
<td></td>
<td>- Reads a range of texts, e.g. formal letter, brochure, SMS, MSN, noting key differences of presentation and layout.</td>
</tr>
<tr>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td></td>
<td>- Composes a letter/email to a friend recounting recent events.</td>
</tr>
<tr>
<td></td>
<td>- Sends and receives email in a formal context, e.g. to enquire about accommodation.</td>
</tr>
<tr>
<td></td>
<td>- Writes a creative/expressive/imaginative text, e.g. poem or song</td>
</tr>
<tr>
<td></td>
<td>- Completes performance appraisal review form and identifies personal goals.</td>
</tr>
<tr>
<td><strong>Cooperative</strong> (interacting in groups)</td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td></td>
<td>- Reads agenda/notes relevant to a workplace or other community meetings and asks questions to clarify meaning and information and to promote discussion.</td>
</tr>
<tr>
<td></td>
<td>- Reads information of relevance to work team and suggests how information may apply to group activities or represent group interests, e.g. annual profit and loss over a period of time.</td>
</tr>
<tr>
<td></td>
<td>- Reads notices posted on chat rooms.</td>
</tr>
<tr>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td></td>
<td>- Responds to notices posted on chat rooms.</td>
</tr>
<tr>
<td></td>
<td>- Writes a report that may include graphs or diagrams, for a specified purpose.</td>
</tr>
<tr>
<td></td>
<td>- Takes notes in a short discussion in order to inform others who were not present.</td>
</tr>
<tr>
<td></td>
<td>- Prepares an agenda for a workplace or other community meeting.</td>
</tr>
<tr>
<td><strong>Procedural</strong> (performing tasks)</td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td></td>
<td>- Selects and applies the procedures and strategies needed to perform a range of tasks after reading appropriate texts, e.g. machinery/equipment manuals, standard operating procedures, work instructions, emailing assignments as attachments, buying on eBay. Uses text organisers in books and manuals as an aid to reading, e.g. table of contents, indexes.</td>
</tr>
<tr>
<td></td>
<td>- Interprets information gained from tables, charts and other graphic information in a range of sources including brochures, internet and memos e.g. plans travel arrangements using a flight schedule and/or brochure, completes work according to work schedule/time frame, takes issues for discussion to team meetings.</td>
</tr>
<tr>
<td>Aspect of communication</td>
<td>Suggested learning experiences</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Procedural (performing tasks) (cont.)</strong></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>- Writes a short formal letter outlining instructions for a particular purpose, e.g. closure of bank account.</td>
</tr>
<tr>
<td></td>
<td>- Completes a range of formatted texts, e.g. selects and integrates information relevant to completed job on a job report form, records information on a vehicle-maintenance record form or incident report form.</td>
</tr>
<tr>
<td></td>
<td>- Writes clear sequenced instructions for routine/everyday context, e.g. prepares workplace timetable for start up and shut down procedures.</td>
</tr>
<tr>
<td><strong>Technical (using tools and technology)</strong></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>- Uses the author, title, keyword and other search indexes of a library computer.</td>
</tr>
<tr>
<td></td>
<td>- Reads and follows information presented in technical drawings, manuals and work instructions, e.g. specifications for job, construction plans.</td>
</tr>
<tr>
<td></td>
<td>- Uses help facility on software program to find out how to format a text, e.g. brief report, contribution to workplace or community newsletter, emails to colleagues or to place orders, spreadsheets.</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>- Uses a word processing program on a computer to produce own texts, e.g. brief reports, contribution to workplace or community newsletter, emails to colleagues or to place orders.</td>
</tr>
<tr>
<td></td>
<td>- Uses email for day-to-day communication e.g. to work colleague, to teacher, to friend.</td>
</tr>
<tr>
<td></td>
<td>- Uses functions such as format and copy and paste to integrate/save/transfer information.</td>
</tr>
<tr>
<td></td>
<td>- Writes clear sequenced instructions for using routine/everyday technology, e.g. office equipment, ATM.</td>
</tr>
<tr>
<td><strong>Systems (interacting in organisations)</strong></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>- Reads and interprets diagrammatic/graphic texts that are presented unambiguously, e.g. flowchart to describe simple operation in the workplace, pathways of classes/subjects.</td>
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<td></td>
<td>- Identifies relevant information from a range of written texts, e.g. selects personally relevant job advertisement(s) in a newspaper, identifies specific information in an online course handbook.</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
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<tr>
<td></td>
<td>- Writes factual text, e.g. job history as part of a job application letter, following organisational guidelines.</td>
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<tr>
<td></td>
<td>- Writes routine report, e.g. accident report, incident report; reports about repair work not being able to be completed as requested.</td>
</tr>
<tr>
<td></td>
<td>- Completes workplace records and forms accurately and legibly using correct technical and enterprise specific vocabulary.</td>
</tr>
<tr>
<td>Aspect of communication</td>
<td>Suggested learning experiences</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td><strong>Public (interacting with the wider community)</strong></td>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td></td>
<td>• Identifies key messages in a longer text, e.g. reads a newspaper feature article and identifies the main issues.</td>
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<tr>
<td></td>
<td>• Uses program guides, reviews and promotions to make choices about personal viewing.</td>
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<tr>
<td></td>
<td>• Interprets information from a bar graph in an article, then extrapolates information to form an opinion, predict a trend or make recommendations.</td>
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<tr>
<td></td>
<td>• Reads a diagrammatic text and comments on how information supports or refutes a particular point of view, e.g. how statistics on road fatalities presented in graphic form might be used to justify stricter road rules.</td>
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<tr>
<td></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td></td>
<td>• Expresses own opinion about a local issue of personal concern by writing a letter to relevant authority, e.g. letter to local newspaper or city council.</td>
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<tr>
<td></td>
<td>• Records comments from customer regarding quality of service provided.</td>
</tr>
<tr>
<td></td>
<td>• Completes a survey about the quality of a local service.</td>
</tr>
</tbody>
</table>

**Oral communication: Sample activities — ACSF Level 3**

<table>
<thead>
<tr>
<th>Aspect of communication</th>
<th>Suggested learning experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal (expressing identity)</strong></td>
<td>• Provides information on how own skills meet a criteria, e.g. for internal promotion or transfer, prerequisites for a training course.</td>
</tr>
<tr>
<td></td>
<td>• Presents narrative by telling a story to a classmate or colleague, adjusting language as appropriate to audience.</td>
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<tr>
<td></td>
<td>• Expresses own opinion and elicits the opinion of others in a casual conversation, e.g. discusses work conditions of previous jobs, discusses issues associated with underage drinking.</td>
</tr>
<tr>
<td><strong>Cooperative (interacting in groups)</strong></td>
<td>• Canvasses a group of people for issues and views, e.g. to make recommendations on the quality of food in the canteen or at a truck stop, on changes to shift/roster/training times, to identify preferred activities for a social or community club.</td>
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<tr>
<td></td>
<td>• Participates in a small group discussion, e.g. to solve a problem or share opinion on a subject of interest to the group such as reducing waste, planning a group activity.</td>
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<tr>
<td></td>
<td>• Works with a partner to develop an oral presentation.</td>
</tr>
<tr>
<td><strong>Procedural (performing tasks)</strong></td>
<td>• Expresses opinion and makes suggestions regarding a working procedure, assessment procedure.</td>
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<tr>
<td></td>
<td>• Questions implications of new procedures, e.g. employment conditions/opportunities, training course requirements.</td>
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<tr>
<td></td>
<td>• Listens to spoken instructions and chooses appropriate action, e.g. appropriate materials for the job, how to organise course materials and work completed including electronic storage.</td>
</tr>
<tr>
<td>Aspect of communication</td>
<td>Suggested learning experiences</td>
</tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Technical (using tools and technology)** | • Gives clear sequenced instructions of several steps, e.g. how to use a photocopier or CD player, or log on or off a computer.  
• Expresses opinion regarding the use of technology, e.g. most appropriate use of email, mobile phone, fax, SMS, for particular task.  
• Communicates using radio equipment, e.g. report to base on field emergency.  
• Listens to sequenced instructions of several steps and performs tasks related to using technology, e.g. to manage files and disks, print documents and use a mouse, complete telephone banking transaction. |
| **Systems (interacting in organisations)** | • Attends and participates in a work or community meeting, either listening for specific information or following the flow of ideas and contributing as appropriate.  
• Participates in an oral exchange requiring some negotiation, e.g. responds to specific enquiries, complaints, problems with clients or customers.  
• Listens to and notes specific information from an announcement such as emergency evacuation procedures. |
| **Public (interacting with the wider community)** | • Expresses own opinion about a local issue and elicits the views of others by participating in a casual conversation.  
• Listens to, reads or views a persuasive text and discusses the main idea by identifying key features supporting the message being sent, e.g. TV advertisement, public notice, political advertisement, documentary.  
• Provides information about services and facilities in own community to new neighbour or to compare with other neighbourhoods. |
### Learning: Sample activities — ACSF Level 3

<table>
<thead>
<tr>
<th>Aspect of communication</th>
<th>Suggested learning experiences</th>
</tr>
</thead>
</table>
| **Personal (expressing identity)** | - Reviews own skills in relation to job selection criteria to clarify future study or training plan.  
- Volunteers to learn a new skill in an area with limited prior knowledge.  
- Approaches trusted, more experienced colleague to act as a sounding-board and mentor.  
- Attends an information session and follows enrolment process for chosen course. |
| **Cooperative (interacting in groups)** | - Works with a partner on a short research project.  
- Participates in quality improvement processes in the workplace, considering the priorities and commitments of self and other members. |
| **Procedural (performing tasks)** | - Uses subheadings to organise key information for a presentation.  
- Develops and uses personal organisation systems such as files, notebooks, folders and checklists.  
- Lists references to be used for independent study. |
| **Technical (using tools and technology)** | - Demonstrates navigational pathway used to access information via the internet.  
- Learns how to use new software, e.g. spreadsheet package.  
- Interprets visual representations of information such as diagrams and illustrations and comments on the usefulness of these to own learning. |
| **Systems (interacting in organisations)** | - Negotiates professional development plan aligned with personal and workplace needs, and takes responsibility for organising the formal training component.  
- Understands that domains (.com, .gov, .net etc.) are relevant to the way information is communicated on the internet.  
- Approaches information professionals for assistance with information searches. |
| **Public (interacting with the wider community)** | - Identifies and evaluates several options for addressing a local community issue.  
- Seeks advice on how to make an insurance claim.  
- Participates in local community group, helping to identify goals, constraints and consequences, e.g. considers alternative action plans to address a local issue. |
4.2 Developing Aboriginal and Torres Strait Islander perspectives

To strengthen students’ appreciation and understanding of Aboriginal and Torres Strait Islander perspectives, teachers planning a course of study should identify content and skills that can be drawn upon to encourage awareness and understanding of Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contributions to Australian society and cultures
- ways of life and social contexts.

The Indigenous perspectives section of the QSA website has a collection of resources to help teachers engage with Indigenous histories and peoples (<www.qsa.qld.edu.au> P-12 approach > Indigenous perspectives).

The *Aboriginal and Torres Strait Islander Studies Handbook* has valuable information on key success factors such as:

- removing barriers to student success and engagement
- establishing a supportive school and classroom environment
- consulting and collaborating with local Indigenous communities
- dealing with sensitive issues
- selecting appropriate resources and texts.

In the study of literacy, the key success factors listed above should be the basis for planning a course of study. The role of the community, in partnership with the school and other government and community groups, is particularly important.

The Deadly pathways section of the Queensland Studies Authority (QSA) Career Information Service website <www.cis.qsa.qld.edu.au> has much information specifically for Aboriginal students and Torres Strait Islander students about networks, resources and opportunities for careers and educational pathways.
5. Assessment

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabuses.

In Queensland, assessment is standards-based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment are to:
- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement for subjects to be recorded in students’ learning accounts that may also contribute to the award of a Queensland Certificate of Education
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

5.1 Assessment principles for this course

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for this short course requires application of the following interdependent principles:
- Information is gathered through a process of continuous assessment.
- Balance of assessment is a balance over the course of study.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student’s achievement is in the significant aspects of the course of study identified in the syllabus and the school’s study plan.

Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the course of study.

Balance

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.
Balance of assessment means judgments about students’ achievements of all the assessable objectives are made a number of times using a variety of assessment techniques and a range of assessment conditions over the course.

See also Section 5.6 Requirements for student folio at exit.

**Mandatory aspects of the syllabus**

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the objectives within the dimensions of reading and writing, oral communication and learning as evidenced in at least two assessment instruments.

To ensure that the judgment of student achievement at exit from this course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix (refer to Section 5.8.1) must be used.

**Significant aspects of the course of study**

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school’s study plan that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus.

### 5.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (see Section 2)
- teaching and learning strategies (see Section 4)
- assessment principles for this course (see Section 5.1)
- variety in assessment techniques (see Section 5.5)
- conditions in which assessment instruments are undertaken (see Section 5.5)
- requirements for the student folio at exit, that is, the range and mix of assessment instruments necessary to reach valid judgments of students’ standards of achievement (see Section 5.6)
- exit standards (see Section 5.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found at <www.qsa.qld.edu.au > Years 10-12 > Years 11-12 subjects.
5.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the QSA’s Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects (2009), available from <www.qsa.qld.edu.au> by searching for “Special provisions”.

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

5.4 Authentication of student work

It is essential that judgments of student achievement are made on accurate and genuine student assessment responses. Teachers should ensure that students’ work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QSA information statement Strategies for Authenticating Student Work for Learning and Assessment is available from <www.qsa.qld.edu.au> (search on “authenticating”). This statement provides information about various methods teachers can use to monitor that students’ work is their own. Particular methods outlined include:

- students planning their production of drafts and final responses
- teachers seeing plans and drafts of student work
- teachers and students maintaining documentation of the development of responses
- students acknowledging resources used.

Teachers must ensure students use consistent, accepted conventions of in-text citation and referencing, where appropriate.

5.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described in the following tables. They are grouped in categories representing the assessment types required for exit folios; the list of techniques is not exhaustive. The dimensions that best suit each assessment type are also indicated.

For each dimension, standards are described. These standards descriptors are used to determine the properties or characteristics to be assessed by individual assessment instruments. The properties or characteristics for each instrument determined by a school are termed criteria. Therefore, the criteria for an assessment instrument are drawn from the syllabus standards descriptors for relevant dimensions (see Section 5.8.1 Standards matrix).

Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop a criteria sheet: a tool for making judgments about the quality of students’ responses to an assessment instrument. It lists the properties or characteristics used to assess students’ achievements. Students must be given a criteria sheet for each assessment instrument.

When students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.
5.5.1 Supervised assessment

Supervised assessment (SA)

**Purpose**
Student responses are produced independently, under supervision and in a set timeframe. The conditions of this technique should establish the authenticity of the student work.

**Description**
- A supervised assessment may include one or more items. These could be in response to stimulus materials, which may be seen or unseen, or questions, which should be unseen. If, however, a seen question is used then teachers must ensure the purpose of this technique is not compromised. These conditions must be explained on the assessment instrument.
- Unseen materials or questions should not be copied from information or texts that students have previously been exposed to or have directly used in class.
- When stimulus materials are used they should be succinct enough to allow students sufficient time to engage with them. If the stimulus materials are lengthy, complex or numerous, they may need to be shared with students before the assessment.

**Dimensions to be assessed**
Objectives from each of the dimensions *learning* and *reading and writing* should be evident in the task.

**Types of items that could be included**
The student response can take the form of a short response or an essay.

*Short responses*
- Used to test specific knowledge and understandings.
- Items may include response to stimulus or comprehension activities which require:
  - explanations of more than one sentence
  - that ideas be maintained, developed and justified
  - that students write in full sentences, constructing a piece of prose that may have one or several paragraphs.
- Stimuli/questions are unseen.
- Recommended length: 50–250 words (applies to the prose; diagrams and workings not included in word count).

*Essay*
- Involve students writing a continuous piece of prose, for example, an essay.
- Questions should deal with specific issues rather than broad general topics and should require sustained analysis, synthesis and evaluation to fully answer a problem, question or hypothesis.
- Generally follow analytical exposition format/genre.
- May involve seen or unseen questions or statements and seen or unseen supplied sources/stimuli.
- Recommended length: 400–600 words.
- Note: If an item involves an extended piece of writing, limit the assessment to this one item; this will provide better opportunities for students to demonstrate the standards.

**Conditions**
- Recommended time: 1–1.5 hours.
- Perusal time may be required.
- If computers/word processing are used, ensure the purpose of this instrument is maintained. Consider which objectives are most appropriate.
- Open book or notes may be allowed; these conditions must be clearly outlined on the assessment instrument.
Supervised assessment (SA)

Student role
- Explain relationships between ideas and information.
- Evaluate information and justify ideas.
- Use appropriate textual features, including vocabulary and grammar to effectively communicate ideas.

Teacher role
- Construct questions that are unambiguous.
- Format the assessment to allow for ease of reading and responding.
- Consider the language needs of the students.
- Ensure questions allow the full range of standards to be demonstrated.
- Consider the instrument conditions in relation to the requirements of the question/stimulus.
- Determine appropriate use of stimulus materials and student notes.
- Provide students with learning experiences that support the types of items included in the assessment.
- Teach appropriate language and communication skills and strategies.
- Tell students and indicate on the assessment which dimensions will be assessed.

5.5.2 Extended response assessment

Extended response (ER)

Purpose
Assesses the sustained application of students’ higher cognitive abilities to known and provided materials.

Description
- Developed in response to a question, circumstance or issue that requires students to analyse, synthesise and evaluate data and information to develop a response. Research is not the focus of this technique.
- May involve solving a problem; expressing and justifying a point of view; explaining and evaluating an issue; or applying concepts or theories to a circumstance.
- Management of the extended response instrument should be mostly the responsibility of the student. Supervision by the teacher may be necessary at times.
- Duration ranges from two weeks to the entire length of the unit of work; often involves work in students’ own time.

Dimensions to be assessed
Depending on the chosen technique, objectives from the following dimensions should be evident in the task:
- written techniques: reading and writing and learning dimensions
- spoken techniques: oral communication and learning dimensions
- multimodal techniques: most suitable dimensions depend on task.

Types of items that could be included
Written
- Recommended length: 600–1000 words
- Analytical exposition, essay:
  - Magazine article
  - Paper
- Persuasive or argumentative essay
## Extended response (ER)

### Types of items that could be included (cont.)
- Informative texts
- Journal/portfolio: This "purposeful" collection of work helps define the student's efforts and achievements in a specified area. The journal/portfolio can be used to document information, ideas and working processes. It should contain decisions and justifications; evidence of learning strategies; and research.

#### Spoken/multimodal
- Demonstration of the full range of objectives and standards is sometimes difficult with some spoken or multimodal techniques. Although scripts or supporting documentation may be required to substantiate decisions, the spoken or multimodal response should be the focus for assessment decisions. Some techniques will require students to present to an audience e.g. speech, while others may be presented through the use of technology.
- Recommended length: multimodal presentations: 3–5 minutes; spoken: 3–4 minutes
- Suggested tasks/techniques include:
  - Interview
  - Debate
  - Speech
  - Seminar
  - PowerPoint presentations
  - Film segment

#### Student role
- Gather and sort information and data from a variety of sources, demonstrating appropriate referencing.
- Process relevant information and data that is based on the course subject matter, demonstrating an understanding of the meaning of ideas and information.
- Interpret, analyse and synthesise information and data.
- Explain relationships between ideas and information.
- Evaluate information and justify recommendations/solutions.
- Use appropriate genre and textual features to effectively communicate ideas.

#### Teacher role
- Provide the research question or work with the student to develop a hypothesis.
- Allow sufficient class time for students to effectively undertake each component of the extended response. However, independent student time will be required to complete the instrument.
- Implement strategies to authenticate student work. Some strategies are annotated notes in response to issues that emerged during the extended response (e.g. journals), teacher observation sheets, research checklists and referencing, and reference lists.
- Consult, negotiate and provide feedback before and while students are working on the extended response to provide ethical guidance and to monitor student work. Provide feedback and assistance judiciously, gradually reducing support as students gain experience and confidence.
- Provide scaffolding. When an extended response task is undertaken for the first time, the scaffolding should help students complete the assessment by modelling the extended response task process. However, the scaffolding provided should not specify or lead the student through a series of steps dictating a solution.
- Provide learning experiences in the use of appropriate communication strategies.
5.6 Requirements for a student folio at exit

A folio of student work is required to support decisions and provide feedback to both parents and students. The folio will contain:

• evidence from three assessment instruments that demonstrate the standards of which:
  – one is completed under supervised conditions so that student authorship has been authenticated
  – one is an extended response that focuses primarily on the oral communication dimension

The exit folio may also contain additional evidence to support teacher judgments including:

• no more than two instruments completed outside the course and for which student authorship has been authenticated

• no more than two informal instruments that demonstrate any of the dimensions.

These instruments will include documentation of student work and teacher judgments, including an instrument description, instrument-specific standards and annotated teacher comments reflecting the decisions made.

Assessment evidence of all of the objectives from each dimension must be provided in the student folio.

5.6.2 Student profile

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

• units/themes/topics
• assessment instruments
• standard achieved in each dimension for each instrument.
5.7 Exit standards

The purpose of standards is to make judgments about students’ levels of achievement at exit from a course of study. The standards are described in the same dimensions as the assessable general objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: reading and writing
- Dimension 2: oral communication
- Dimension 3: learning.

Each dimension is to make an equal contribution to the determination of exit levels of achievement.

5.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

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

Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student’s work match the standards descriptors overall in each dimension. This means that it is not necessary for the student to have met every descriptor for a particular standard in each dimension.

When standards have been determined in each of the dimensions for this subject, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

Awarding exit levels of achievement

<table>
<thead>
<tr>
<th>Level</th>
<th>Standard Combination</th>
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<tbody>
<tr>
<td>VHA</td>
<td>Standard A in any two dimensions and no less than a B in the remaining dimension</td>
</tr>
<tr>
<td>HA</td>
<td>Standard B in any two dimensions and no less than a C in the remaining dimension</td>
</tr>
<tr>
<td>SA</td>
<td>Standard C in any two dimensions and no less than a D in the remaining dimension</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard D in any two dimensions</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard E in the three dimensions</td>
</tr>
</tbody>
</table>
### 5.8.1 Standards matrix

<table>
<thead>
<tr>
<th>Dimension</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and writing</strong></td>
<td></td>
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</tr>
</tbody>
</table>
|  | The student work has the following characteristics:  
- selection and application of a range of reading strategies in familiar and some unfamiliar texts and contexts, including some complex texts. | The student work has the following characteristics:  
- selection and application of a range of reading strategies in familiar and some unfamiliar texts and contexts. | The student work has the following characteristics:  
- selection and application of a range of reading strategies in routine familiar and some unfamiliar texts and contexts. | The student work has the following characteristics:  
- selection and application of some reading strategies in familiar texts and contexts. | The student work has the following characteristics:  
- directed application of some reading strategies in familiar contexts. |
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<table>
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<tr>
<th>Dimension</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>
| **Oral communication** | The student work has the following characteristics:  
- independent selection and use of significant strategies that establish and maintain spoken communication in familiar and some unfamiliar and complex contexts | The student work has the following characteristics:  
- selection and use of significant strategies that establish and maintain spoken communication in familiar and some unfamiliar contexts | The student work has the following characteristics:  
- selection and use of strategies that establish and maintain spoken communication in familiar and some unfamiliar contexts | The student work has the following characteristics:  
- some prompted selection and use of strategies that establish and maintain spoken communication in familiar contexts | The student work has the following characteristics:  
- prompted use of strategies that establish spoken communication in familiar contexts |
| | | accurate meaning made from familiar and some unfamiliar and complex oral texts. | accurate meaning made from familiar and some unfamiliar oral texts. | meaning made from familiar oral texts. | meaning made from some simple familiar oral texts. |
| **Learning** | The student work has the following characteristics:  
- independent planning and application of practical strategies that facilitate learning in familiar and some unfamiliar contexts | The student work has the following characteristics:  
- planning and application of practical strategies that facilitate learning in familiar and some unfamiliar contexts | The student work has the following characteristics:  
- planning and application of practical strategies that facilitate learning in familiar contexts | The student work has the following characteristics:  
- simple planning and guided application of practical strategies that facilitate learning in simple, familiar and predictable contexts | The student work has the following characteristics:  
- simple planning and guided application of practical strategies that facilitate learning in simple, familiar and predictable contexts |
| | | evaluation and adaptation of learning strategies in a range of familiar and some unfamiliar contexts. | evaluation and adaptation of learning strategies in a range of familiar contexts. | evaluation of learning strategies in simple, familiar and predictable contexts. | directed evaluation of learning strategies in simple, familiar and predictable contexts. |
6. Educational equity

Equity means fair treatment of all. In developing study plans from this syllabus, schools should incorporate the following concepts of equity.

All young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences, teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males to society and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills related to the dimensions and standards stated in this syllabus. Syllabus dimensions and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive study plan:


7. **Resources**


See the QSA website <www.qsa.qld.edu.au> for other resources.
8. Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic learning</td>
<td>Learning that is based in real-life or life-like contexts and that has meaning and purpose in the life of students</td>
</tr>
<tr>
<td>Conventions of communication</td>
<td>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)</td>
</tr>
<tr>
<td>Genre</td>
<td>Accepted patterns and conventions for presenting texts (e.g. the format for a written report)</td>
</tr>
<tr>
<td>Texts</td>
<td>A written (e.g. essay), spoken (e.g. speech), visual (e.g. sign) or multimodal (e.g. PowerPoint) artefact that has a particular and intended function and purpose</td>
</tr>
<tr>
<td>Textual features</td>
<td>The micro-features of text (e.g. spelling)</td>
</tr>
</tbody>
</table>

**Words used in standards descriptors**

The following terms are used in the standards descriptors. They are degree words and refer to a valued element of assessment (e.g. significant (degree) information (element)) on which we make judgments about student work. They are intended to help clarify the standards. Teachers should refer to dictionary definitions for more detailed meanings.

In reading the standards, teachers should note that a higher standard subsumes a lower one.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>Not straightforward; a concept, idea, connection or relationship that is not immediately evident and requires the application of knowledge to understand</td>
</tr>
<tr>
<td>Appropriate</td>
<td>Fitting</td>
</tr>
<tr>
<td>Complex text</td>
<td>Texts that require the reader to identify a number of elements/components and their relationships/interactions, and analyse or interpret to understand the text</td>
</tr>
<tr>
<td>Directed</td>
<td>Following the instructions of the facilitator</td>
</tr>
<tr>
<td>Effective</td>
<td>Meeting the assigned purpose</td>
</tr>
<tr>
<td>Familiar</td>
<td>Materials (including texts) or circumstances that have been the focus of classroom learning experiences</td>
</tr>
<tr>
<td>Guided</td>
<td>Work produced primarily in response to the facilitator’s direction</td>
</tr>
<tr>
<td>Independent</td>
<td>Not relying on another (does not preclude advice and modelling)</td>
</tr>
<tr>
<td>Predictable</td>
<td>Familiar relationships or interactions that always yield the same result</td>
</tr>
<tr>
<td>Purposeful</td>
<td>Focused and decisive</td>
</tr>
<tr>
<td>Range</td>
<td>More than two, but applicable to the context under study</td>
</tr>
<tr>
<td><strong>Reading strategies</strong></td>
<td>The methods that are applied by the reader to better comprehend and use written texts e.g. making a summary</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Relevant</strong></td>
<td>Applicable and important</td>
</tr>
<tr>
<td><strong>Significant</strong></td>
<td>The most important or worthwhile parts</td>
</tr>
<tr>
<td><strong>Simple text</strong></td>
<td>Not complex</td>
</tr>
<tr>
<td><strong>Specialised vocabulary</strong></td>
<td>Words that are unique or necessary to understand a context or text. May include technical language or language from a particular time, culture or group.</td>
</tr>
<tr>
<td><strong>Substantial</strong></td>
<td>Extensive and important</td>
</tr>
<tr>
<td><strong>Successful</strong></td>
<td>Achieves the goal</td>
</tr>
<tr>
<td><strong>Suitable</strong></td>
<td>Suits the context, but may not be perfect</td>
</tr>
<tr>
<td><strong>Thorough</strong></td>
<td>Methodical and detailed, including important information and discarding superfluous</td>
</tr>
<tr>
<td><strong>Unfamiliar</strong></td>
<td>Materials (including texts) or circumstances that have not been the focus of classroom learning experiences</td>
</tr>
</tbody>
</table>
### Appendix 1: Sample course of study

**Example 1: Self-directed student investigation**

The teacher and the student identify an area of interest for the student, then create a learning and assessment plan with timelines and deadlines, including dates for monitoring progress.

<table>
<thead>
<tr>
<th>Possible learning experiences</th>
<th>Assessment opportunity</th>
<th>Mode of assessment</th>
<th>Aspect of communication</th>
<th>Formal / informal</th>
<th>Dimension assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student in consultation with the teacher:</td>
<td>Observation and monitoring of student plan</td>
<td>Observation and interview</td>
<td>• Procedural</td>
<td>Informal</td>
<td>• Learning</td>
</tr>
<tr>
<td>• identifies issue of interest</td>
<td></td>
<td></td>
<td>• Technical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• negotiates assessment opportunities</td>
<td></td>
<td></td>
<td>• Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• creates a timeline for completion.</td>
<td></td>
<td></td>
<td>• Personal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student researches issue/topic by:</td>
<td>Collation and presentation of information</td>
<td>Folio</td>
<td>• Technical</td>
<td>Informal</td>
<td>• Reading and writing</td>
</tr>
<tr>
<td>• examining recent newspaper articles and letters to the editor</td>
<td></td>
<td></td>
<td>• Cooperative</td>
<td></td>
<td>• Oral communication</td>
</tr>
<tr>
<td>• comparing attitudes contained in magazines designed for young people</td>
<td></td>
<td></td>
<td>• Systems</td>
<td></td>
<td>• Learning</td>
</tr>
<tr>
<td>• completing a web search on issue/topic</td>
<td></td>
<td></td>
<td>• Public</td>
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<tr>
<td>• devising a survey</td>
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<tr>
<td>• surveying other school community members</td>
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<tr>
<td>• collating survey information</td>
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<td></td>
<td></td>
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<tr>
<td>• presenting survey data</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• interviewing stakeholders</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• presenting interview data</td>
<td></td>
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<tr>
<td>Student establishes a point of view or a stance which they would like to</td>
<td>Written summary of points</td>
<td>Written and oral</td>
<td>• Personal</td>
<td>Formal</td>
<td>• Reading and writing</td>
</tr>
<tr>
<td>pursue further and explains this to the teacher by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Oral communication</td>
</tr>
<tr>
<td>• providing a brief summary of the materials</td>
<td></td>
<td></td>
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<td></td>
<td>• Learning</td>
</tr>
<tr>
<td>• explaining their opinion to the teacher</td>
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<tr>
<td>• constructing hypothesis/stance.</td>
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</tr>
<tr>
<td>Student renegotiates learning pathway and establishes final assessment opportunities by:</td>
<td>Interview</td>
<td>• Personal</td>
<td>• Reading and writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• deciding on an assessment opportunity that would demonstrate their hypothesis.</td>
<td></td>
<td></td>
<td>• Oral communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal presentation and handout.</td>
<td>Written, PowerPoint and oral</td>
<td>• Personal</td>
<td>• Learning</td>
<td></td>
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</table>

Queensland Studies Authority
### Appendix 2: Year 9 Literacy Indicators

<table>
<thead>
<tr>
<th>Year 9 Literacy Indicators</th>
</tr>
</thead>
</table>

**Speaking and listening**

- Identify own and others’ purposes for speaking and listening, and select and manipulate texts and language features specific to context, purpose and audience to position and persuade.
- Listen to spoken texts and:
  - interpret and integrate ideas to make sense of texts in their social contexts.
  - monitor understanding by asking questions and responses at suitable intervals to gain elaboration and supporting evidence.
  - synthesise key messages, concepts and positions from information.
  - draw inferences by linking vocabulary, including nominalisations, to ideas and arguments.
- Compose and contribute in different settings by selecting and manipulating speaking techniques and non-verbal expressions to enhance meaning and purpose, including:
  - intonation, stress patterns, e.g. pitch, volume and pace; vocabulary selection and figurative language to reinforce a viewpoint or a particular stance.
  - register, e.g. formal, neutral, informal, casual; tone; volume; pause and pace for varying purposes and contexts.
  - body language and gestures.
- Contribute to conversations and discussions by:
  - using agreed protocols.
  - responding to appropriate interruptions.
  - negotiating with others.
  - justifying and evaluating opinions and developing arguments.
- Select appropriate textual features, including:
  - consistent subject–verb agreement to maintain past, present and future tense.
  - nominalisations to refine descriptions and descriptive clauses to influence an audience or to critique an idea or concept.
  - modality to convey degrees of probability, authority and obligation to position listeners.
  - figurative language and specialised technical language to establish mood, expertise or authority or to reinforce a viewpoint.
- Specify subject matter through increasingly technical, specialised or nuanced figurative vocabulary to provide specific meaning.
- Plan and organise spoken presentations for an increasingly complex range of settings and purposes, applying the structure and features that best suit the context.
- Integrate multimodal approaches selecting specific communication technology strategies, e.g. play music at the beginning of a presentation to set a mood, to enhance meaning and to position a particular view or response.
- Rehearse to refine ideas and language choices to support standpoint, personal voice and style.
### Year 9 Literacy Indicators

- Identify and discusses their own strengths as speakers and listeners and the strategies they find most helpful
- Identify specific steps they can take to improve as speakers and listeners

### Reading and viewing

- Construct purposes for reading and viewing and select texts to suit learning purposes, text types, subject matter and author’s position
- Select and explore texts that represent diverse points of view, sociocultural values, reasoning, knowledge and technologies
- Read and view a range of literary and non-literary text types, encompassing:
  - content that requires increasing breadth of knowledge to understand
  - ideas that require more inference and interpretation to identify relationships between them
  - sophisticated themes,
    - e.g. sustainable practices in urban environments, courage in time of war, genetic testing and ethics
- Make meaning from literary and non-literary texts by controlling and adjusting a range of active comprehension strategies, including:
  - using prior knowledge about text type, subject matter, author, cultural context and related texts
  - building integrated mental pictures of texts and text types
  - questioning texts about context, subject matter, purpose, representations, readings, beliefs, attitudes and assumptions
  - seeking clarification when meaning is not clear
  - self-correcting to repair comprehension breakdowns
  - drawing conclusions using stated and inferred information about significant concepts, hypotheses, positions or descriptions from the text
- Independently read a range of complex texts and show understanding by:
  - summarising the main ideas, concepts, arguments and positions
  - synthesising information to draw conclusions within and between texts
  - inferring meaning from stated and implied ideas, and supplying evidence from interrelated parts of texts
  - evaluating and reflecting on the author’s position, quality of the author’s craft, accuracy or reliability of content and how well they meet their purpose, citing information from a range of texts to support their view
- Automatically read and understand a wide range of words, including technical and literary language in subject-specific contexts
- Understand how meanings may change or shift depending on context
- Predict and confirm the meaning of unfamiliar words and decode them using cues, including:
  - semantic cues, e.g. meaning of the word in the context of the sentence, repetition of like words in the text, clauses or phrases repeated in the text
  - syntactic cues, e.g. word order, punctuation, repetitive clause structures in a text
  - graphophonic cues, e.g. chunks of meaning in words, syllables, affixes (prefixes and suffixes), familiar words within larger words, recognisable sequences of letters within longer words
- Make and support meaning within and across texts by knowing and understanding textual features that:
### Year 9 Literacy Indicators

- structure texts including hybrid texts
- represent ideas and relationships including statements; questions and commands of different lengths to create particular effects; a range of clauses; extended noun and verb groups; modal nouns; verbs and adverbs to intensify, appreciate, evaluate and make judgments; theme and rheme; and active and passive voice
- represent ideas visually through diagrams, maps, graphs, photographs, cross-sections, perspective and gaze
- signal relationships between ideas, including a range of connectives and conjunctions that compare, contrast, sequence, extend ideas and show relationships such as problem and solution

- Identify and discuss a variety of active comprehension strategies used to become a more effective reader
- Identify specific steps they can take to improve as a reader

### Writing and designing

- Identify purpose, audience and writing task and consider topic, subject matter, text structure and writer–reader relationships for a variety of complex writing/designing tasks, including multimodal and hybrid texts
- Write about a range of subject matter using knowledge of traditional and hybrid texts and incorporate:
  - literary devices that add complexity to character and plot
  - juxtaposition to show contrasting ideas
  - textual features that support and reinforce their chosen stance
- Establish an appropriate and distinctive voice in own writing/designing, modifying language and tone to suit the purpose, audience, text type and position and to reinforce writer–reader relationships
- Write and design texts using a range of strategies to plan, including:
  - generating a range of ideas and selecting the most appropriate one
  - gathering information from personal knowledge and learning experiences, and from a range of reliable sources
  - completing in a reasonable timeframe
  - organising information using strategies such as hypotheses and research notes
  - determining relevance and adequacy of information for the purpose
- Select active or passive voice to promote or hide information to position an audience or evoke a particular response
- Write cohesive, well-structured paragraphs that have clearly defined purposes and that support a stance or strengthen a particular position
- Maintain cohesion to support a particular stance or position across a whole text by:
  - using structures related to specific subject areas to order and sequence information in logical, engaging ways
  - selecting literary devices, technical language and features related to specific text types to identify important ideas and link them across texts
  - choosing or omitting vocabulary that is relevant to the subject matter and selecting a range of features to link ideas across texts
  - selecting tense to suit the specific subject area or to emphasise a shift in time or setting
### Year 9 Literacy Indicators

- Represent people, places, things, ideas and information by using:
  - a range of noun and verbs groups to represent specialised and technical ideas and information
  - adverbs and adverbial phrases
  - a range of figurative language devices, e.g. juxtaposition, sustained metaphors, irony
  - modal nouns, verbs, adjectives and adverbs to take a low, medium or high position
  - nouns, verbs and adverbs to intensify, appreciate, evaluate and make judgments
  - visual resources used to construct symbolic meanings
- Write using a range of sentence and clause structures, e.g. relative, finite and non-finite, to expand ideas or emphasise important information, combining clauses in various ways
- Write using a range of sentence and clause structures, e.g. relative, finite and non-finite, to expand ideas or emphasise important information, combining clauses in various ways
- Select technical and literary language that portrays subject matter from particular positions, intensifies meaning and relationships in the text and maintains these using subject-specific terms and related words
- Communicate intended meaning in complex subject-specific text types using punctuation, including:
  - sentence boundaries that denote changes in the context or the purpose of texts for the reader
  - relationships in and between sentences or paragraphs
  - appropriate methods to identify referenced material
- Confirm spellings, word meanings or word choice using:
  - knowledge of word origins, Greek and Latin word roots and affixes (prefixes and suffixes)
  - knowledge about spelling patterns and the spelling system
  - knowledge of technical and literary words from reliable literary and non-literary sources
  - online or print dictionaries, thesauruses, literature, technical texts, journals and other authoritative sources
- Edit own and others’ writing using guidelines and increased familiarisation with text types, structures, styles and editing techniques
- Proofread own and others’ writing using accepted protocols
- Identify and discuss a variety of strategies used to become a more effective writer
- Identify specific steps they can take to improve as a writer