

# Literacy 2025 v1.0

Short Course senior syllabus

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# Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

# Course overview

## Rationale

Literacy is considered integral to a person's ability to function effectively in society. It enables individuals to develop the knowledge, understanding and skills needed to interpret and create texts in a range of contexts for different audiences and purposes and is thus integral to learning across all areas of the curriculum and in all aspects of life.

When students become literate, they can manage situations in real contexts such as everyday life, work and further learning. They have agency in navigating their world, empowering them to become confident in interpreting, constructing and making judgments about the meanings of a range of texts. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Literacy is embedded across the school curriculum and is developed through all phases of learning. This Literacy Short Course is a one-unit course of study, developed to meet the literacy requirements of the Queensland Certificate of Education (QCE). Results in this course do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

This course has been designed to align with Level 3 of the Australian Core Skills Framework (ACSF).

# Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

## 1. Comprehend ideas and information in familiar and unfamiliar texts.

Students make meaning of the world around them by drawing on their own life experiences and those in others' texts — some texts are familiar; some texts are unfamiliar. When students make meaning of familiar and unfamiliar written/spoken/multimodal texts across a range of text types (e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive), they use a variety of explicit reading and viewing strategies to aid comprehension.

As students engage with familiar and unfamiliar texts, they decide on how they will use the ideas and information within these texts, e.g. whether to support or challenge their ideas and information, quote, paraphrase.

## 2. Communicate ideas and information.

Students communicate in a range of modes — written, spoken and multimodal.

When students communicate in written, spoken or multimodal responses across a range of text types (e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive), they convey ideas and information in ways that are appropriate to purposes, audiences and contexts.

When students communicate in a written response, they select vocabulary, grammar, punctuation and spelling to express meaning in various ways for particular purposes, audiences and contexts. They also choose appropriate registers for the occasion and use cohesive devices for fluency.

When students communicate in a spoken or multimodal response, they express meaning in various ways for particular purposes, audiences and contexts. They also choose appropriate registers for the occasion and use cohesive devices for fluency. Pronunciation and gestural communication also add meaning.

# Designing a course of study in Literacy

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

## Course structure

Literacy is a Short Course senior syllabus. It contains two QCAA-developed topics from which schools develop their course of study.

This course has been developed with a notional time of 55 hours of teaching and learning, including assessment.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

## Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

## Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Short Course senior syllabuses contain assessment specifications and conditions for the assessment instruments that schools select from and implement with Topics 1 and 2. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Topics 1 and 2, schools develop two assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

## Subject matter

Each topic contains a description, objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the objectives and provides statements of learning that have been constructed in a similar way to objectives.



## Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

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

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

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

## Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at [www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills](http://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills).

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

## Additional subject-specific information

Additional subject-specific information has been included to support and inform the development of a course of study.

### Performance variables

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

- support
- context
- text complexity
- task complexity.

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

### Supporting students

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

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

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

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

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

- writing
- oral communication
- reading and viewing

## Context

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

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

## Text complexity and selection

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

**Routine texts** include:

- some unfamiliar elements, embedded information and abstraction
- specialised vocabulary.

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

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

The table below provides examples of text types that students may engage with throughout teaching, learning and assessment.

Text type	Topic 1: Personal identity	Topic 2: Workplace contexts
<b>procedural</b>	recipe, instructions for completing assessment task	standard operating procedures
<b>persuasive</b>	invitation to a birthday party, presentation on an issue in area of study/expertise	report presenting arguments and recommendations for a particular piece of new equipment
<b>informative</b>	club newsletter, flyer encouraging community members to attend a free social sporting event	report on different approaches to risk management used in the industry
<b>creative</b>	poem, advertising copy, short story	design project
<b>technical</b>	explanation of parts of a camera, mobile phone contract	instruction manual for a new piece of equipment
<b>regulatory</b>	council planning permission form, course completion requirements	industry standards list
<b>descriptive</b>	recount of trip to botanic gardens, account of a family holiday	memo outlining new office furniture

### **Task complexity**

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

### **Teacher observations and interviews**

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

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

# Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

## Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

<b>A</b>
<p>The student effectively uses ideas and information about personal identity and workplace contexts, some sourced from familiar and unfamiliar texts and/or demonstrates an insightful understanding of ideas and information in a range of familiar and unfamiliar texts.</p> <p>The student communicates effectively in written and spoken/multimodal texts to achieve purposes.</p>
<b>B</b>
<p>The student appropriately uses ideas and information about personal identity and workplace contexts, some sourced from familiar and unfamiliar texts and/or demonstrates a detailed understanding of ideas and information in a range of familiar and unfamiliar texts.</p> <p>The student communicates appropriately in written and spoken/multimodal texts to achieve purposes.</p>
<b>C</b>
<p>The student uses ideas and information about personal identity and workplace contexts, some sourced from familiar and unfamiliar texts and/or demonstrates an understanding of ideas and information in a range of familiar and unfamiliar texts.</p> <p>The student communicates in written and spoken/multimodal texts to achieve purposes.</p>
<b>D</b>
<p>The student uses basic ideas and information about personal identity and workplace contexts, mostly sourced from familiar texts and/or demonstrates some understanding of ideas and information in familiar/unfamiliar texts.</p> <p>The student communicates with variable success by producing some text types, although these are often incomplete or not cohesive.</p>
<b>E</b>
<p>The student makes statements about ideas and information in familiar texts and/or demonstrates minimal understanding of ideas and information in familiar/unfamiliar texts.</p> <p>The student communicates with minimal success.</p>

## Determining and reporting results

Schools make A–E judgments on individual assessment instruments.

Schools also determine a final subject result by making an on-balance judgment using evidence in a folio matched to the reporting standards.

The folio includes responses to the two school-developed assessment instruments, which provide evidence of achievement in relation to the objectives of the syllabus and standards matched to the instrument-specific standards (ISS).

Schools report the subject result to the QCAA as an A–E or, where appropriate, a not rated (NR) in the case of an NR for one or both instruments.

# Topics

## Topic 1: Personal identity

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

Students learn to make meaning from a range of different text types (e.g. procedural, persuasive, informative, creative, technical, regulatory and descriptive) by comprehending the ideas and information within them. They identify their own purposes for reading/viewing, and seek to understand the role they play in conveying ideas and information in their own responses and understanding them in others' texts. Students may engage in a range of popular culture texts to explore relationships, behaviour and identity.

Students also identify and develop the knowledge, communication skills and strategies needed to communicate ideas and information according to purpose, audience and context.

Oral communication may be transactional and/or interpersonal. Transactional exchanges are primarily practical in purpose, while interpersonal exchanges involve speakers engaging with each other.

### Objectives

1. Comprehend ideas and information in familiar and unfamiliar texts.
2. Communicate ideas and information.

## Subject matter

### Reading

- Evaluate and integrate ideas and information to construct meaning from a range of familiar, and some unfamiliar texts and text types (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - identifying explicit meanings in a text by answering who/what/when/why/how questions
  - identifying implicit meanings within a text, e.g. opinion piece
  - reflecting on the usefulness of a selected text for a purpose
  - understanding familiar texts of limited complexity that may incorporate graphs, tables and charts
  - identifying the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and the use of the passive voice
  - drawing on prior knowledge of familiar topics and text structures to read ahead
  - integrating new ideas and information with existing understanding
  - identifying the purpose and intended audiences of a range of familiar, and some unfamiliar, text types
  - separating fact from fiction
  - recognising that words and grammatical choices may carry particular shades of meaning in different contexts
  - recognising that authors select structure, tone and language to achieve specific purposes, e.g. to appeal to or exclude a group
  - interpreting and extrapolating information from texts containing graphs and diagrams
  - understanding why it may be important to identify who has created a text, and beginning to consider the validity of the source
  - identifying some implicit meanings and drawing simple inference, e.g. inferring an author's stance from a cartoon used to illustrate a text
  - engaging with 21st century technology, tools and texts, e.g. interactive websites, video games, podcasts, blogs, ebooks, apps, animations, digital stories, book trailers, music videos, vlogs, computer presentations.
- Select and apply a range of reading strategies as appropriate to purpose and text type (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - recognising the structures and distinguishing features of a range of familiar text types
  - using knowledge of text structures and features (e.g. headings, paragraphing or punctuation) as an aid to skimming and scanning
  - using a range of strategies to aid comprehension, e.g. creates mental images, reads ahead, underlines topic sentences
  - self-monitoring reading for sense and accuracy, and selecting from a range of strategies to aid comprehension when meaning is lost, e.g. self-correcting or reading aloud



- using explicit strategies to make connections between information and ideas while reading, e.g. making margin notes or simple diagrams
- reading familiar texts fluently and automatically, recognising most everyday words and some specialised vocabulary
- recognising when unknown words are essential to meaning and using a range of decoding strategies to identify them, e.g. syllabification, spelling patterns or analogy
- predicting the meaning of unknown words by considering surrounding words, phrases and sentences; cross-checking that this makes syntactic and semantic sense
- recognising introductory phrases that indicate an opinion or a fact is being offered
- identifying some signalling devices, including those that refer to words or phrases in previous clauses or sentences, e.g. although, when, if, while, secondly
- recognising that punctuation is used to clarify meaning and reduce ambiguity
- recognising and comprehending common idioms, slang, acronyms and some specialised terminology and dialect in routine texts
- routinely using a range of support resources to determine meaning of unknown words e.g. dictionaries and other references
- developing digital literacy by accessing a range of 21st century texts, e.g. interactive websites, video games, podcasts, blogs, ebooks, apps, animations, digital stories, book trailers, music videos, vlogs, computer presentations.

## Writing

- Communicate ideas and information in ways appropriate to audience and purpose by
  - producing a range of text types (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar), with appropriate structures
  - demonstrating the need to vary written language to meet requirements of the audience and purpose
  - choosing an appropriate text type to communicate relevant information and/or ideas, e.g. a memo, dialogue or poem
  - beginning to use writing as a tool for identifying issues and generating new ideas
  - sequencing writing to produce cohesive text
  - interrelating ideas, information and some support material when writing about familiar topics
  - using layout consistent with text type
  - demonstrating an understanding of a range of formal and informal registers
  - using basic models to produce a range of text types
  - using the process of planning, drafting and proofreading
  - self-correcting own writing to check for consistency and accuracy
  - developing digital literacy by using a range of 21st century technology, e.g. interactive websites, digital stories, book trailers, computer presentations.

- Select vocabulary, grammatical structures and conventions appropriate to the text (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - drawing on a vocabulary that is sufficiently broad that a relevant word is usually available
  - using vocabulary with increasing precision to show how words carry particular shades of meaning
  - using an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank
  - using some familiar acronyms
  - using some common idioms where appropriate to task or context
  - using introductory phrases that indicate that an opinion or a fact is being offered
  - using some complex and compound sentences
  - using grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints
  - using dependent clauses introduced by words such as although, when, if, while
  - using a range of tenses
  - using punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks
  - using a spell checker with increasing understanding, independence and awareness of its limitations
  - spelling with reasonable accuracy
  - attempting to spell unfamiliar words using a range of strategies, including phonic and visual letter patterns, syllabification and word origin
  - using a legible handwriting style or a computer font appropriate to the audience and purpose
  - developing digital literacy by using a range of 21st century technology, e.g. interactive websites, digital stories, book trailers, computer presentations.

## **Spoken communication**

- Select and use appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts for specific text types (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - using structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, problem-solving, exploring issues in everyday situations, and establishing, maintaining and developing relationships
  - demonstrating an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of purpose, audience and context
  - demonstrating awareness of choices for register, especially in situations that are familiar
  - identifying cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
  - using introductory phrases that indicate an opinion or fact is being offered
  - using dependent clauses introduced by words such as although, when, if, while

- using appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions or express viewpoints
- using a range of tenses
- using some common idioms
- using vocabulary that is sufficiently broad that a relevant word is almost always available for both everyday and more specific contexts
- refining intended meaning, varying speed and changing tone or emphasis when speaking
- using pronunciation, stress patterns and intonation that do not obscure meaning but may require occasional clarification
- using speech that may be characterised by uneven flow, with some repetition, especially in longer utterances
- using interactional strategies such as non-verbal feedback to support communication
- developing digital literacy by experimenting with a range of 21st century texts, e.g. interactive websites, video games, podcasts, blogs, ebooks, apps, animations, digital stories, book trailers, music videos, vlogs, computer presentations.
- Derive meaning from a range of oral text types (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - making meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, problem-solving, exploring issues in everyday situations, and establishing, maintaining and developing relationships
  - identifying gist of oral texts with some unfamiliar elements, e.g. movies or presentations
  - recognising the way structure and register may change according to the purpose of the oral text
  - recognising introductory phrases that indicate that an opinion or fact is being offered
  - comprehending dependent clauses introduced by words such as although, when, if, while
  - identifying cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
  - following the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints
  - understanding a range of tenses
  - comprehending longer oral texts with limited complexity
  - listening for relevant information to make notes from oral texts on a range of everyday topics
  - comprehending both everyday vocabulary and vocabulary from more specific contexts
  - recognising some common idioms
  - interpreting stress patterns and intonation
  - following speech at normal rate of utterance
  - providing gestural feedback in order to show interest or attitude
  - engaging with 21st century technology, tools and texts, e.g. interactive websites, video games, podcasts, blogs, ebooks, apps, animations, digital stories, book trailers, music videos, vlogs, computer presentations.

## Topic 2: Workplace contexts

In Topic 2, students develop reading, writing and oral communication skills through activities that relate to workplace contexts, which may include the work environment, preparing for and seeking employment, training situations, operating in an existing workplace, entering a new work environment, and/or exploring relationships and behaviour in the workplace.

Students learn to make meaning from different workplace contexts and work-related text types (e.g. procedural, persuasive, informative, creative, technical, regulatory and/or descriptive) by comprehending the ideas and information within them. They also identify their own purposes for reading/viewing, and seek to understand the role they play in the construction of meaning within workplace contexts. Students may engage in a range of popular culture texts to further explore relationships, behaviour and issues in work contexts.

Students also identify and develop the knowledge, communication skills and strategies to shape language according to purpose, audience and context.

Oral communication may be transactional and/or interpersonal. Transactional exchanges are primarily practical in purpose, while interpersonal exchanges involve speakers engaging with each other.

### Objectives

1. Comprehend ideas and information in familiar and unfamiliar texts.
2. Communicate ideas and information.

## Subject matter

### Reading

- Evaluate and integrate ideas and information to construct meaning from a range of familiar and some unfamiliar texts and text types (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - identifying explicit meanings in a text by answering who/what/when/why/how questions
  - identifying implicit meanings within a text, e.g. opinion piece
  - reflecting on the usefulness of a selected text for a purpose
  - understanding familiar texts of limited complexity that may incorporate graphs, tables and charts
  - identifying the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and the use of the passive voice
  - drawing on prior knowledge of familiar topics and text structures to read ahead
  - integrating new ideas and information with existing understanding
  - identifying the purpose and intended audiences of a range of familiar, and some unfamiliar, text types
  - separating fact from fiction
  - recognising that words and grammatical choices may carry particular shades of meaning in different contexts
  - recognising that authors select structure, tone and language to achieve specific purposes, e.g. to appeal to or exclude a group
  - interpreting and extrapolating information from texts containing graphs and diagrams
  - understanding why it may be important to identify who has created a text, and beginning to consider the validity of the source
  - identifying some implicit meanings and drawing simple inference, e.g. inferring an author's stance from a cartoon used to illustrate a text
  - engaging with 21st century technology, tools and texts, e.g. interactive websites, video games, podcasts, blogs, ebooks, apps, animations, digital stories, book trailers, music videos, vlogs, computer presentations.
- Select and apply a range of reading strategies as appropriate to purpose and text type (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - recognising the structures and distinguishing features of a range of familiar text types
  - using knowledge of text structures and features (e.g. headings, paragraphing or punctuation) as an aid to skimming and scanning
  - using a range of strategies to aid comprehension, e.g. creates mental images, reads ahead, underlines topic sentences
  - self-monitoring reading for sense and accuracy, and selecting from a range of strategies to aid comprehension when meaning is lost, e.g. self-correcting or reading aloud

- using explicit strategies to make connections between information and ideas while reading, e.g. making margin notes or simple diagrams
- reading familiar texts fluently and automatically, recognising most everyday words and some specialised vocabulary
- recognising when unknown words are essential to meaning and using a range of decoding strategies to identify them, e.g. syllabification, spelling patterns or analogy
- predicting the meaning of unknown words by considering surrounding words, phrases and sentences; cross-checking that this makes syntactic and semantic sense
- recognising introductory phrases that indicate an opinion or a fact is being offered
- identifying some signalling devices, including those that refer to words or phrases in previous clauses or sentences, e.g. although, when, if, while, secondly
- recognising that punctuation is used to clarify meaning and reduce ambiguity
- recognising and comprehending common idioms, slang, acronyms and some specialised terminology and dialect in routine texts
- routinely using a range of support resources to determine meaning of unknown words, e.g. dictionaries and other references
- developing digital literacy by accessing a range of 21st century texts, e.g. interactive websites, video games, podcasts, blogs, ebooks, apps, animations, digital stories, book trailers, music videos, vlogs, computer presentations.

## Writing

- Communicate ideas and information in ways appropriate to audience and purpose by
  - producing a range of text types (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) with appropriate structures
  - demonstrating the need to vary written language to meet requirements of the audience and purpose
  - choosing an appropriate text type to communicate relevant information and ideas, e.g. a memo, dialogue or poem
  - beginning to use writing as a tool for identifying issues and generating new ideas
  - sequencing writing to produce cohesive text
  - interrelating ideas, information and some support material when writing about familiar topics
  - using layout consistent with text type
  - demonstrating an understanding of a range of formal and informal registers
  - using basic models to produce a range of text types
  - using the processes of planning, drafting and proofreading
  - self-correcting their writing to check for consistency and accuracy
  - developing digital literacy by using a range of 21st century technology, e.g. interactive websites, digital stories, book trailers, computer presentations.

- Select vocabulary, grammatical structures and conventions appropriate to the text type (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - drawing on a vocabulary that is sufficiently broad that a relevant word is usually available
  - using vocabulary with increasing precision to show how words carry particular shades of meaning
  - using an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank
  - using some familiar acronyms
  - using some common idioms, where appropriate to task or context
  - using introductory phrases that indicate that an opinion or fact is being offered
  - using some complex and compound sentences
  - using grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints
  - using dependent clauses introduced by words such as although, when, if, while
  - using a range of tenses
  - using punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks
  - using a spell checker with increasing understanding, independence and awareness of its limitations
  - spelling with reasonable accuracy
  - attempting to spell unfamiliar words using a range of strategies, including phonic and visual letter patterns, syllabification and word origin
  - using a legible handwriting style or a computer font appropriate to the audience and purpose
  - developing digital literacy by using a range of 21st century technology, e.g. interactive websites, digital stories, book trailers, computer presentations.

## **Spoken communication**

- Select and use appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts for specific text types (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - using structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, problem-solving, exploring issues in everyday situations, and establishing, maintaining and developing relationships
  - demonstrating an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of purpose, audience and context
  - demonstrating awareness of choices for register, especially in situations that are familiar
  - identifying cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
  - using introductory phrases that indicate an opinion or fact is being offered
  - using dependent clauses introduced by words such as although, when, if, while

- using appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions or express viewpoints
- using a range of tenses
- using some common idioms
- using vocabulary that is sufficiently broad that a relevant word is almost always available for both everyday and more specific contexts
- refining intended meaning, varying speed and changing tone or emphasis when speaking
- using pronunciation, stress patterns and intonation that do not obscure meaning but may require occasional clarification
- using speech that may be characterised by uneven flow, with some repetition, especially in longer utterances
- using interactional strategies such as non-verbal feedback to support communication
- developing digital literacy by experimenting with a range of 21st century texts, e.g. interactive websites, video games, podcasts, blogs, ebooks, apps, animations, digital stories, book trailers, music videos, vlogs, computer presentations.
- Derive meaning from a range of oral text types (procedural, persuasive, informative, creative, technical, regulatory and/or descriptive — some familiar and some unfamiliar) by
  - making meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, problem-solving, exploring issues in everyday situations, and establishing, maintaining and developing relationships
  - identifying gist of oral texts with some unfamiliar elements, e.g. movies or presentations
  - recognising the way structure and register may change according to the purpose of the oral text
  - recognising introductory phrases that indicate that an opinion or fact is being offered
  - comprehending dependent clauses introduced by words such as although, when, if, while
  - identifying cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
  - following the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints
  - understanding a range of tenses
  - comprehending longer oral texts with limited complexity
  - listening for relevant information to make notes from oral texts on a range of everyday topics
  - comprehending both everyday vocabulary and vocabulary from more specific contexts
  - recognising some common idioms
  - interpreting stress patterns and intonation
  - following speech at normal rate of utterance
  - providing gestural feedback in order to show interest or attitude
  - engaging with 21st century technology, tools and texts, e.g. interactive websites, video games, podcasts, blogs, ebooks, apps, animations, digital stories, book trailers, music videos, vlogs, computer presentations.



# Assessment

Students must complete two assessment tasks designed using the specifications and conditions provided below. One task must relate to Topic 1, and the other task must relate to Topic 2.

## Internal assessment option A: Written response

This assessment focuses on writing to communicate ideas and information about personal identity or workplace contexts for particular purposes, audiences and contexts. It is an open-ended task where an understanding of a variety of texts and/or text types (e.g. procedural, persuasive, informative, creative, technical, regulatory and/or descriptive), including written and spoken texts, is used in the development of a written response.

### Assessment objectives

1. Use own ideas and information about personal identity or workplace contexts, and include some ideas and information sourced from familiar and unfamiliar written/spoken/multimodal texts.
2. Communicate ideas and information about personal identity or workplace contexts using vocabulary, grammar, spelling and punctuation that is appropriate for the purpose, audience and context.

### Specifications

This task requires students to:

- explore a text, influential personality, social issue, current event or other aspect about personal identity or workplace contexts that they are interested in
- use the understanding gained from this exploration to communicate ideas, information and perspectives in written form for a specific purpose and audience in a particular text type, e.g. procedural, persuasive, informative, creative, technical, regulatory and/or descriptive
- discuss some ideas and information sourced from familiar and unfamiliar texts, e.g. written, spoken and/or multimodal texts
- use vocabulary, grammar, spelling and punctuation to communicate ideas and information.

Examples of text types and written texts include, but are not limited to:

- descriptive
  - email to an influential person in the community about their impact on either themselves or others
  - blog exploring a social issue or current event
  - website describing the value of engaging with a particular student-chosen text (such as an autobiographical film about personal resilience or documentary about achieving success in the workplace) of the student's choice, e.g. the text showed the importance of empathy for a particular person/group/issue
  - series of electronic diary entries (2–4) describing
    - the way a person in the community has personally affected them
    - how a recent experience has changed them
    - the importance or value of learning a particular social etiquette or life/work skill and what this has made them realise

- procedural
  - online brochure espousing the virtues of travel and how to plan wisely for overseas outdoor ventures
  - series of instructions in a website for a topic/task of the student's choice, e.g. how to get started with a particular hobby
- persuasive
  - email to a relevant audience about enacting change, e.g. persuading a council that more recreational activities are needed for teenagers, encouraging a school principal to amend the school timetable, advocating for a rally to address a specific issue or cause
  - pitch that lobbies for a particular event, e.g. school dance, fancy dress day, skating competition, music/movie night, changing the venue for the Year 12 formal
- informative
  - online club newsletter documenting the club's history, current wins/losses, most valuable players and past club 'greats'
  - flyer documenting home safety practices for natural disasters (e.g. preparing for floods, fires, droughts) or other area of concern or workplace issue.

It is recommended that this task is designed so that students can develop a response in approximately 12 hours of class time.

## Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students may support their responses with visual, audio and/or digital elements appropriate to the text type.

## Response requirements

Written: up to 600 words

## Instrument-specific standards (Internal assessment option A)

Writing	Grade
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• effective use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>• effective use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes</li> </ul>	A
<ul style="list-style-type: none"> <li>• appropriate use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>• appropriate use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes</li> </ul>	B
<ul style="list-style-type: none"> <li>• use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>• use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes</li> </ul>	C
<ul style="list-style-type: none"> <li>• superficial use of ideas and information about personal identity or workplace contexts, sourced from familiar texts</li> <li>• uneven use of simple vocabulary, grammar, spelling and punctuation about personal identity or the workplace.</li> </ul>	D
The student response does not match any of the descriptors above.	E

# Internal assessment option B: Spoken or multimodal response

This assessment focuses on the spoken or multimodal communication of ideas and information related to personal identity or workplace contexts. While students may undertake some research when developing the extended response, it is not the focus of this technique.

## Assessment objectives

1. Use own ideas and information about personal identity or workplace contexts, and include some ideas and information sourced from familiar and unfamiliar written/multimodal texts.
2. Communicate ideas and information about personal identity or workplace contexts using spoken/multimodal communication that is appropriate for the purpose, audience and context.

## Specifications

This task requires students to:

- explore an issue or idea currently represented in the media or that the student is individually interested in
- use their understanding gained from this exploration to communicate ideas and information in a spoken or multimodal form for a specific purpose and audience in a particular text type, e.g. procedural, persuasive, informative, creative, technical, regulatory and/or descriptive
- discuss some ideas and information sourced from familiar and unfamiliar texts, e.g. written, spoken or multimodal texts
- use spoken or multimodal forms of communication to express ideas and information.

Examples of spoken/multimodal texts include, but are not limited to:

- procedural
  - training vlog about completing a particular work-related or recreational task
  - ‘how-to’ video, e.g. skating, drawing, creating a music video, applying cosmetics, developing a healthy eating plan, designing a fitness regime
- presentation on safety in the workplace, home (or other place of interest), or activity, e.g. rock climbing, video gaming, travelling
- descriptive/informative
  - vlog about a particular place or person who has been instrumental in shaping who they are or have become
  - job interview
  - information seminar about self-improvement or other topic relevant to personal identity
  - conflict in the workplace roleplay
  - career day speech
  - reflective vlog about an experience or situation, and the learnings gained

- persuasive
  - debate on employee rights and responsibilities
  - speech, e.g. the importance of making a positive difference in the world, advocacy for a particular change, the need for positive role models in young people’s lives, the importance of young people in a modern world
  - pitch, e.g. advocating for involvement of peers in a particular charity or cause.

## Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.
- Students may support their responses with visual, audio and/or digital elements appropriate to the text type.

## Response requirements

Spoken or multimodal: up to 6 minutes

## Instrument-specific standards (Internal assessment option B)

Speaking	Grade
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>• effective use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>• effective use of spoken/multimodal communication (e.g. register, pronunciation, pausing, gesture, tone) about personal identity or workplace contexts to achieve purposes</li> </ul>	A
<ul style="list-style-type: none"> <li>• appropriate use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>• appropriate use of spoken/multimodal communication (e.g. register, pronunciation, pausing, gesture, tone) about personal identity or workplace contexts to achieve purposes</li> </ul>	B
<ul style="list-style-type: none"> <li>• use of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>• use of spoken/multimodal communication (e.g. register, pronunciation, pausing, gesture, tone) about personal identity or workplace contexts to achieve purposes</li> </ul>	C
<ul style="list-style-type: none"> <li>• simple identification of basic facts and ideas in familiar texts about personal identity or workplace contexts</li> <li>• use of aspects of spoken/multimodal communication (e.g. register, pronunciation, pausing, gesture, tone) about personal identity or workplace contexts, with variable success.</li> </ul>	D
The student response does not match any of the descriptors above.	E

# Internal assessment option C: Reading comprehension examination

## Assessment objectives

1. Comprehend ideas and information about personal identity or workplace contexts, sourced from a range of familiar and unfamiliar written/spoken/multimodal texts.
2. Communicate ideas and information about personal identity or workplace contexts using vocabulary, grammar, spelling and punctuation that is appropriate for the purpose, audience and context.

## Specifications

The teacher provides an examination that:

- is related to the subject matter from Topic 1 or Topic 2
- requires students to
  - read/view a range of familiar and unfamiliar stimulus texts
  - respond to short response questions about these stimulus texts
- enables students to demonstrate their ability to
  - comprehend texts for understanding information, ideas, opinions and experiences
  - separate fact from opinion
  - identify purpose and intended audiences
  - identify the main messages in texts and/or the validity of the sources
  - infer meaning, e.g. an author's stance in a cartoon
  - examine ideas and information to draw conclusions, e.g. the usefulness of a particular text for the purpose.

## Stimulus specifications

The teacher provides:

- 3–5 stimulus texts, of which one is written, one is audio or audiovisual, and one is visual
- stimulus texts that
  - are authentic
  - incorporate some complex and compound sentences
  - are varied to incorporate a range of ideas and information where some include a number of ideas and pieces of information, some inference and opinion
  - may contain graphs and diagrams
  - contain some abstract language and use of the passive voice
  - succinct enough to allow students sufficient time to engage with them during examination conditions.

## Conditions

- This is an individual supervised task that is completed in one continuous session or over up to four consecutive sessions.
- The use of technology is permissible.
- This is an 'open-book' examination, i.e. supporting materials (e.g. dictionaries) are permitted.

## Response requirements

- Time allowed
  - Planning time: 10 minutes
  - Working time: up to 120 minutes



## Instrument-specific standards (Internal assessment option C)

Reading	Grade
The student response has the following characteristics:	
<ul style="list-style-type: none"> <li>insightful understanding of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>effective use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes</li> </ul>	A
<ul style="list-style-type: none"> <li>detailed understanding of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>appropriate use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes</li> </ul>	B
<ul style="list-style-type: none"> <li>understanding of ideas and information about personal identity or workplace contexts, some sourced from familiar and unfamiliar texts, e.g. procedural, persuasive, informative, creative, technical, regulatory, descriptive</li> <li>use of vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts to achieve purposes</li> </ul>	C
<ul style="list-style-type: none"> <li>simple identification of basic facts and ideas in familiar texts about personal identity or workplace contexts</li> <li>uneven use of simple vocabulary, grammar, spelling and punctuation about personal identity or workplace contexts.</li> </ul>	D
The student response does not match any of the descriptors above.	E

# Glossary

The syllabus glossary is available at [www.qcaa.qld.edu.au/downloads/senior-qce/common/snr\\_glossary\\_cognitive\\_verbs.pdf](http://www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf).

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## Version history

Version	Date of change	Information
1.0	July 2024	Released for familiarisation and planning (with implementation starting in 2025)

