

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).

Pathways

A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Objectives

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

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.

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

Delivery (mode, time requirements, lessons)

Students are enrolled for one semester. Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students also have access to three scheduled lessons each week. Lessons and course materials are delivered via our online learning management system.

Structure

Topic 1: Personal identity	Topic 2: Workplace contexts
Constructed identities <ul style="list-style-type: none">• Understanding identities• Exploring identities in film• Writing for a public audience	Workplace texts <ul style="list-style-type: none">• Informational texts• Procedure and processes• Filming procedural texts – using short videos to inform and engage a public audience

Assessment

Schools develop *two* assessment instruments to determine the student's exit result.

Topic 1: Personal identity	Topic 2: Workplace contexts
Internal Assessment IA1- Blog <ul style="list-style-type: none">• Written (multimodal)	Internal Assessment IA2 – Instructional Video <ul style="list-style-type: none">• Spoken (multimodal)

Disclaimer All of the above information is accurate at the time of publication.