

Numeracy

Short Course

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Course

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course is a one-unit course of study, developed to meet the numeracy 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).

Numeracy is considered integral to a person's ability to function effectively in society. It involves drawing on knowledge of the context in deciding when to use mathematics, extracting the mathematical information from the context and choosing the appropriate mathematics to use.

When students become numerate, they can manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and

communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in real contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in trades, industry, business and community services.

Objectives

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

- identify and interpret mathematical information
- use and apply mathematical knowledge
- communicate and represent mathematical knowledge.

Topic 1	Topic 2
Personal identity and community • Identify and interpret mathematical information in the context of personal identity and community. • Use and apply mathematical knowledge in the context of personal identity and community. • Communicate and represent mathematical knowledge in the context of personal identity and community.	Workplace and employment • Identify and interpret mathematical information in the context of workplace and employment. • Use and apply mathematical knowledge in the context of workplace and employment. • Communicate and represent mathematical knowledge in the context of workplace and employment.

Assessment

Schools develop *two* assessment instruments from the four options below to determine the student's exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity and community	Topic 2: Workplace and employment
One of the following assessments: • Internal assessment option A: Project — Personal identity and community • Internal assessment option B: Examination — Personal identity and community	One of the following assessments: • Internal assessment option C: Project — Workplace and employment • Internal assessment option D: Examination — Workplace and employment

