



## Literacy Standards Articulated Across AQF Qualification Levels

**THESE STANDARDS ARE CURRENTLY UNDER REVIEW**

### Writing

Standard	Level 6 (Associate Degree)	Level 7 (Bachelor Degree)	Level 8 (Graduate Certificate/Diploma)	Level 9 (Masters Degree)	Level 10 (Doctorate)
1. Writes routinely, over extended time frames, in order to fulfil the requirements of a range of written tasks and assessments.	Produces a 1000-1500 word academic essay, or equivalent, requiring up to 30 hours of independent research, study and writing.	Produces a 1500-2000 word academic essay, or equivalent, requiring up to 50 hours of independent research, study and writing.	Produces a 2000-3000 word academic essay, or equivalent, requiring up to 70 hours of independent research, study and writing.	As a stand-alone project and/or as part of a larger work; produces a 3000-5000 word academic essay, or equivalent, requiring up to 100 hours of independent research, study and writing.	As a stand-alone project and/or as part of a larger work; produces a 5000-10000 word academic essay, or equivalent, requiring in excess of 100 hours of independent research, study and writing.
2. Analyses, in writing, substantive topics and texts, using valid reasoning and incorporating relevant written evidence.	Analyses core topics and foundational texts using basic reasoning, incorporating evidence from assigned supporting materials.	Analyses core and supporting topics; and foundational and some more advanced texts, using intermediate-level reasoning, and incorporating evidence from assigned and independently-sourced materials.	Analyses core and advanced topics and texts, using intermediate and some advanced reasoning, incorporating evidence from assigned and a range of independently-sourced materials.	Analyses advanced topics and texts, using complex reasoning, incorporating diverse evidence from assigned and a wide range of independently-sourced materials.	Analyses highly-advanced topics and texts, using complex and often original lines of reasoning, incorporating diverse and often conflicting evidence from a comprehensive review of independently-sourced materials.

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3. Gathers relevant information from multiple print and digital sources, assessing the accuracy and credibility of each source, and integrating the information from sources into written work while avoiding plagiarism.	Gathers basic information from a limited range of sources, screening out some obviously flawed information, and incorporating the remaining information without plagiarism.	Gathers basic and some more advanced information from an occasionally restricted range of sources, screening out obviously flawed information, and incorporating the remaining information without plagiarism.	Gathers basic and advanced information from a range of sources, screening out obviously and less-obviously flawed information, and fluently incorporating the remaining information without plagiarism.	Gathers advanced information from a wide range of sources, screening out all flawed information, and seamlessly incorporating the remaining information without plagiarism.	Gathers highly-advanced information from a comprehensive range of sources, screening out all (even subtly) flawed information, and seamlessly and powerfully incorporating the remaining information without plagiarism.
4. Writes informative and explanatory texts, evidencing the effective selection, organisation, and analysis of content; that communicate ideas and information to a range of audiences.	Writes straightforward and usually organised informative and explanatory texts that communicate known ideas to familiar audiences types.	Writes detailed and organised informative and explanatory texts that communicate known ideas to familiar and some unfamiliar audiences types.	Writes detailed and thoroughly organised informative and explanatory texts that communicate known and some new ideas to familiar and unfamiliar audiences types.	Writes highly detailed and cogently organised informative and explanatory texts that communicate known and original ideas to a diverse range of familiar and unfamiliar audiences types.	Writes state-of-the-art and flawlessly organised informative and explanatory texts that communicate complex known and original ideas to any encountered audience type.
5. Strengthens writing by carefully planning, editing, and revising work as required.	Usually plans, edits and revises work as required.	Consistently plans, edits and revises work as required.	Always plans, edits and revises work as required.	Always plans, edits and revises work as required, and often according to higher self-imposed standards.	Always plans, edits and revises work as required, typically in accordance with rigorous self-imposed standards.

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6. Thoughtfully documents research activities and projects, demonstrating a clear understanding of the topics and processes under investigation.	Documents some research activities and projects, evidencing a basic understanding of foundational topics and processes.	Documents all assigned research activities and projects, evidencing a sound understanding of foundational topics and processes.	Documents assigned and unassigned research activities and projects, evidencing a sound understanding of foundational and some more advanced topics and processes.	Thoroughly documents all research activities and projects, evidencing a consolidated understanding of foundational and advanced topics and processes.	Thoroughly and insightfully documents all research activities and projects, evidencing a comprehensive understanding of foundational through to highly-advanced topics and processes.

## Reading

Standard	Level 6 (Associate Degree)	Level 7 (Bachelor Degree)	Level 8 (Graduate Certificate/Diploma)	Level 9 (Masters Degree)	Level 10 (Doctorate)
7. Proficiently and independently reads and comprehends a broad range of discipline-specific and generic texts.	Independently reads and comprehends foundational texts in core discipline areas.	Independently reads and comprehends foundational and intermediate texts in core discipline and related areas.	Independently reads and comprehends foundational, intermediate and some advanced texts in all relevant discipline and some transdisciplinary areas.	Independently reads and comprehends foundational, intermediate and advanced texts in all relevant discipline and transdisciplinary areas.	Independently reads and comprehends highly specialised texts in all areas pertinent to current and prospective areas of research and study.
8. Analyses the structure of texts, including how specific sentences, paragraphs, chapters and sections relate to each other and to each text as a whole.	Analyses basic texts, identifying obvious textual structures and their interrelationships.	Analyses basic and intermediate texts, identifying obvious and some non-obvious textual structures and their interrelationships.	Analyses basic, intermediate and some advanced texts, identifying obvious and non-obvious textual structures and their interrelationships.	Analyses basic, intermediate and advanced texts, identifying all salient textual structures and their interrelationships.	Analyses basic, intermediate and advanced texts, including highly specialised texts in given research areas, identifying all salient textual structures and their interrelationships.

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9. Determines the central themes and/or ideas of a text, identifying their description and development in each text, and comparing and contrasting themes and/or ideas across texts as appropriate.	Identifies and describes major themes and ideas, with some reference to their development within texts, and their relationship to similar themes and ideas across texts	Identifies and describes major and supporting themes and ideas, with clear reference to their development within texts, and their relationship to similar and some dissimilar themes and ideas across texts.	Identifies and describes major and supporting themes and ideas, with clear and explicit reference to their development within texts, and their relationship to a diverse range of similar and dissimilar themes and ideas across texts.	Identifies and describes all major and supporting themes and ideas, with clear, explicit and insightful reference to their development within texts, and their relationship to a diverse and comprehensive range of similar and dissimilar themes and ideas across texts	Incisively deconstructs all relevant texts, thoroughly explicating their thematic and ideational content, and making original and sometimes profound thematic and ideational linkages and contrasts across texts.
10. Determines the context(s) and overall meaning(s) of texts in order to engage in critical analysis and make logical inferences.	Identifies obvious contexts and overall meanings, engaging in limited but relevant critical analysis and logical inference.	Identifies obvious and less-obvious contexts, and overall meanings, engaging in relevant critical analysis and logical inference.	Identifies obvious and less-obvious contexts, and overall and embedded meanings, engaging in extended critical analysis and logical inference.	Identifies obvious, less-obvious and hidden contexts; and all salient meanings, engaging in extensive critical analysis and rigorous logical inference.	Identifies all relevant contexts, and all salient meanings, engaging in encompassing and penetrating critical analysis and often profound logical inference.
11. Interprets words and phrases in text, analysing how specific words and choices shape the meaning and/or tone of each text.	Interprets the main words and phrases in text, sometimes analysing how specific words and choices shape the meaning and/or tone of each text.	Interprets most, including the main, words and phrases in text, often analysing how specific words and choices shape the meaning and/or tone of each text.	Interprets all words and phrases in text, analysing how specific words and choices shape the meaning and/or tone of each text.	Comprehensively interprets all words and phrases in text, analysing in detail how specific words and choices shape the meaning and/or tone of each text.	Consummately interprets all words and phrases in text, meticulously analysing how specific words and choices shape the meaning and/or tone of each text.

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12. Delineates and evaluates the argument(s) and specific claim(s) in a text, including the validity of the reasoning deployed and the relevance, currency and sufficiency of evidence cited.	Identifies the major argument(s) and specific claim(s) in a text, including an elementary analysis the validity of the reasoning deployed and the relevance, currency and sufficiency of evidence cited.	Identifies and scrutinises the major argument(s) and specific claim(s) in a text, including a generalised analysis the validity of the reasoning deployed and the relevance, currency and sufficiency of evidence cited.	Identifies and scrutinises all relevant argument(s) and specific claim(s) in a text, including through a focussed analysis the validity of the reasoning deployed and the relevance, currency and sufficiency of evidence cited.	Identifies and intensively scrutinises all relevant argument(s) and specific claim(s) in a text, including through a sustained and focussed analysis the validity of the reasoning deployed and the relevance, currency and sufficiency of evidence cited.	Fully deconstructs texts from an argumentative perspective, insightfully, incisively and completely analysing the validity of the reasoning deployed and the relevance, currency and sufficiency of evidence cited.

## Speech and Communication

Standard	Level 6 (Associate Degree)	Level 7 (Bachelor Degree)	Level 8 (Graduate Certificate/Diploma)	Level 9 (Masters Degree)	Level 10 (Doctorate)
<p>13. Prepares for and participates effectively in a range of conversations, collaborations and presentations; building on the ideas of others and expressing personal opinions clearly, persuasively and sensitively.</p>	<p>Actively participates in conversations, collaborations and presentations; with some reference to the ideas of others; and emerging clarity, persuasiveness and sensitivity with respect to the expression of their own ideas.</p>	<p>Actively participates in conversations, collaborations and presentations; typically with reference to the ideas of others; and often with clarity and persuasiveness and sensitivity with respect to the expression of their own ideas.</p>	<p>Actively participates in and sometimes leads conversations, collaborations and presentations; with consistent reference to the ideas of others; and obvious clarity, persuasiveness and sensitivity with respect to the expression of their own ideas.</p>	<p>Actively participates in and often leads conversations, collaborations and presentations; with consistent and extensive reference to the ideas of others; and patent clarity, persuasiveness and sensitivity with respect to their own ideas.</p>	<p>Leads high-level conversations, collaborations and presentations; with consistent, extensive and insightful reference to the ideas of others; and exemplary clarity, persuasiveness and sensitivity with respect to their own ideas.</p>
<p>14. Evaluates a speaker's point of view, line of reasoning, and use of evidence and/or rhetoric.</p>	<p>Identifies major points of view and obvious lines of argument; and makes some attempt to evaluate the quality of evidence and/or rhetoric.</p>	<p>Identifies and evaluates major points of view, obvious lines of argument, and the quality of evidence and/or rhetoric using established modes of criticism and critique.</p>	<p>Identifies and evaluates major and supporting points of view, obvious and less-obvious lines of argument, and the quality of evidence and/or rhetoric using established and some more innovative modes of criticism and critique.</p>	<p>Identifies and evaluates all relevant points of view; obvious, less-obvious and hidden / embedded / assumed lines of argument; and the quality of evidence and/or rhetoric using both established and innovative modes of criticism and critique.</p>	<p>Incisively identifies and evaluates all relevant points of view; all lines of argument regardless of their complexity or subtlety; and the quality of evidence and/or rhetoric using established and original modes of criticism and critique.</p>

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15. Presents evidence, findings, and supporting materials appropriate to a task, purpose, and audience; such that listeners can follow a clear pattern of organisation, style and reasoning.	Presents obvious and/or foundational evidence, findings and supporting materials in an essentially identifiably organised, stylised and reasoned manner.	Presents foundational and some more advanced evidence, findings and supporting materials in a clearly organised, stylised and reasoned manner.	Presents foundational and advanced evidence, findings and supporting materials in a clearly organised, consistently stylised and carefully reasoned manner.	Presents foundational, advanced and specialised evidence, findings and supporting materials in a clearly organised and integrated manner, accompanied by consistent and intentional stylisation and careful and cogent reasoning.	Presents foundational, advanced and specialised evidence, findings and supporting materials in flawlessly integrated and impacting manner, establishing benchmarks for stylistic presentation and the original application of advanced modes of reasoning.
16. Makes strategic use of digital media and visual displays in order to present and express information.	Makes some use of digital media and visual displays in order to present and express basic information.	Makes regular use of digital media and visual displays in order to present and express basic and intermediate-level information.	Makes sustained use of digital media and visual displays in order to present and express basic through to advanced information.	Makes sustained use of advanced digital media and arresting visual displays in order to present and express basic through to advanced information.	Makes sustained and striking use of advanced digital media and arresting visual displays in order to present and express even highly technical, theoretical and/or otherwise specialised information.

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17.Adapts speech to a variety of contextual and communicative requirements, demonstrating command of both formal and less-formal English as appropriate.	Usually adapts speech to serve contextual and communicative requirements.	Typically, and with some effect, adapts speech to serve contextual and communicative requirements.	Always, and with effect, adapts speech to serve contextual and communicative requirements.	Always, and with substantial effect, adapts speech to serve contextual and communicative requirements.	Makes powerful, intentional and inherently substantive use of speech adaptations to meet all contextual and communicative requirements.

## Language Conventions

Standard	Level 6 (Associate Degree)	Level 7 (Bachelor Degree)	Level 8 (Graduate Certificate/Diploma)	Level 9 (Masters Degree)	Level 10 (Doctorate)
18. Demonstrates command of the conventions of standard English syntax, grammar and vocabulary when writing and speaking.	Demonstrates a basic command of the primary conventions of standard English syntax, grammar and vocabulary when writing and speaking in familiar contexts.	Demonstrates a consistent command of the primary conventions of standard English syntax, grammar and vocabulary when writing and speaking in familiar and some unfamiliar contexts.	Demonstrates a consistent and comprehensive command of the conventions of standard English syntax, grammar and vocabulary when writing and speaking in familiar and unfamiliar contexts.	Demonstrates a consistent, comprehensive and nuanced command of the conventions of standard English syntax, grammar and vocabulary when writing and speaking in any designated context.	Demonstrates outstanding command of the conventions of standard English syntax, grammar and vocabulary when writing and speaking in any designated context.
19. Determines or clarifies the meaning of unknown and/or ambiguous words and phrases by using context clues, analysing meaningful word parts, and consulting general and specialised reference materials as required.	Ascertains the meaning of unknown and ambiguous words and phrases using rudimentary literary skills and in limited consultation with general reference works.	Ascertains the meaning of unknown and ambiguous words and phrases using consolidated literary skills and in consultation with general reference works.	Ascertains the meaning and unknown and ambiguous words and phrases using consolidated and targeted literary skills; and in extended consultation with general and some specific reference works.	Ascertains the meaning and unknown and ambiguous words and phrases using consolidated, targeted and perceptive literary skills; and in extensive consultation with general and specific reference works.	Ascertains the meaning and unknown and ambiguous words and phrases using impeccable literary skills, and in exhaustive consultation with all required reference works.

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20.Acquires, and uses accurately, a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening in diverse academic, artistic, and professional environments.	Acquires a vocabulary and syntactic capability adequate for straightforward academic discourse, and entry-level artistic and/or professional interaction.	Acquires a vocabulary and syntactic capability adequate for straightforward and some more complicated academic discourse, and for entry-level artistic and/or professional interaction.	Acquires a vocabulary and syntactic capability adequate for both straightforward and more complex academic discourse, and for intermediate-level artistic and/or professional interaction.	Acquires a vocabulary and syntactic capability adequate for all levels of academic discourse, and artistic and/or professional interaction.	Acquires a vocabulary and syntactic capability adequate for leading, influencing and directing all levels of academic discourse, and artistic and/or professional interaction.