



Purpose of the literacy and numeracy progressions

The purpose and intent of the progressions are to provide a tool to:

- locate the literacy and numeracy development of students
- plan for student progress in literacy and numeracy
- facilitate shared professional understanding of literacy and numeracy development
- support a whole school approach to literacy and numeracy development.

Literacy and numeracy in the learning areas

The learning areas provide rich opportunities for extending and enriching literacy and numeracy. To effectively plan for differentiated teaching of literacy and numeracy in the learning areas, teachers draw on their knowledge of the Australian Curriculum and their knowledge of their students. Recognising that students learn at different rates; the progressions provide a continuum for teachers to identify and build on students' literacy and numeracy skills. The intention is that students will develop their literacy and numeracy expertise purposefully, in meaningful contexts.

Using this advice and the progressions to plan for student progress in literacy and numeracy

This advice illustrates how the progressions can be used in Civics and Citizenship to support student progress in literacy and numeracy. This advice:

- identifies the sub-elements of the progressions that are most relevant to studying Civics and Citizenship
- identifies some aspects of an achievement standard that include literacy or numeracy demands
- lists some relevant indicators at one or more levels of the progressions to illustrate how the progressions might be unpacked to support student progress in literacy and numeracy in the study of Civics and Citizenship.

Figure 1 illustrates how the progressions are to be used by teachers to identify where students are at on the literacy and numeracy continuum and plan for their ongoing development within the learning areas. Therefore, this advice can support use of the progressions in developing explicit and targeted programs to ensure students are able to access discipline-specific knowledge, concepts, understanding and skills. While advice is provided on the most relevant sub-elements of each progression for the discipline of Civics and Citizenship, whole school planning may address other sub-elements to progress students' literacy and numeracy.

Listening

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| Targeted Achievement Standard | Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i> |
| Year 8 | Level LiS8 |
| <p>Students:</p> <ul style="list-style-type: none"> critically analyse information gathered from different sources for relevance explain different points of view on civics and citizenship issues. | <ul style="list-style-type: none"> identifies and paraphrases key points of a speaker's arguments (interprets speeches, such as from politicians or interest groups, and uses own words to identify points of view and arguments) identifies and explains emotive language used by speakers to influence audiences or express a point of view (examines language choices in a range of texts to identify audience, purpose and reliability such as the language used by candidates in an election campaign or by a lobby group) identifies any shifts in direction, line of argument or purpose made by the speaker (critically analyses spoken texts to identify audience and purpose or to decide how meaning is being manipulated) adopts and re-uses complex abstractions heard in texts (freedom, fairness, democracy) identifies how speakers' language can be inclusive or alienating (asks questions of the text such as who's voice is missing? how is language being used to include or alienate? or explores texts for stereotypes, misrepresentations, or different perspectives about Australia's national identity) |

Understanding texts

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| Targeted Achievement Standard | Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i> |
| Year 10 | Level UnT11 |
| <p>Students:</p> <ul style="list-style-type: none"> critically analyse information gathered from different sources for relevance, reliability and omission account for and evaluate different interpretations and points of view on civics and citizenship issues. | <p>Comprehension</p> <ul style="list-style-type: none"> reads and views sophisticated texts (texts that employ sophisticated language and structural features, multimodal features, technical vocabulary and civics and citizenship-specific content) derives a generalisation from abstract ideas in texts (identifies the qualities of a citizen in a contemporary, successful democracy) critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes (evaluates the way human rights abuses are portrayed in visual texts) |

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| | <ul style="list-style-type: none"> • analyses bias in texts (analyses texts to explain assumptions or missing information that may affect their reliability) • explains assumptions, beliefs and implicit values in texts (identifies and explains the values, motivations, assumptions and contexts which underpin different interpretations about civics and citizenship issues) <p>Processes</p> <ul style="list-style-type: none"> • identifies contradictions and inconsistencies in texts • identifies relevant and irrelevant information in texts <p>Vocabulary</p> <ul style="list-style-type: none"> • interprets complex, formal and impersonal language in academic texts (conventions, international law, cohesive society and global citizen, resilient democracy) |
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Productive modes

Interacting, Speaking and Creating texts

These sub-elements involve students composing different types of texts for a range of purposes (see Table 1). These texts include spoken, written, visual and multimodal texts. The Interacting and Speaking indicators involve students creating formal and informal texts as part of classroom learning experiences including class and group discussions, talk that explores and investigates civics and citizenship topics, and formal and informal presentations and debates.

Refer to the Grammar indicators for guidance on how grammar can support students to produce effective texts.

Table 1: Text types and purpose of the range of texts students may develop in Years 7-10 Civics and Citizenship¹

| Broad text purpose | Text type family | Text type | Purpose |
|--------------------|------------------|----------------------|---|
| informative | Procedural | Protocol | to list conditions under which something is to be done, such as rules and laws |
| | Chronicling | Factual recount | to document a sequence of events to record what happened, and to evaluate their political, cultural or legal significance, such as the Dismissal, the Mabo case, or Federation |
| | | Biographical recount | to recount the significant events and stages in a person's life before making a judgement |
| | | Historical recount | to recount events from the past before making a judgement or drawing conclusions about Australia's political, cultural or religious heritage |
| | Reporting | Descriptive report | to describe and provide generalised information about aspects of Australia's political and legal systems and contemporary civics and citizenship issues, such as the features of Australian democracy |
| | | Classifying report | to describe a class or group of things, such as types of laws and courts in Australia |

¹ Adapted from Humphrey, S, Droga, L & Feez, S 2012, *Grammar and Meaning*, Primary English Teaching Association Australia, Newtown, NSW.

| Broad text purpose | Text type family | Text type | Purpose |
|--------------------|------------------|-------------------------|--|
| | Explaining | Sequential explanation | to explain in a sequence the phases of a process, such as the electoral system or how laws are made |
| | | Causal explanation | to explain why a process occurs, including cause and effect, such as the process for constitutional change |
| | | Factorial explanation | to explain the multiple causes of one outcome such as reasons for Australia's diversity |
| Persuasive | Persuading | Exposition (analytical) | to argue for a particular point of view substantiated with evidence (persuading that) |
| | | Exposition (hortatory) | to argue that a particular action should be taken (persuading to) |
| | | Discussion | to discuss two or more points of view before making a judgement |
| | | Challenge | to argue against a point of view |

Interacting

| Targeted Achievement Standard | Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i> |
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| Year 9 | InT7 |
| <p>Students:</p> <ul style="list-style-type: none"> consider different points of view on civics and citizenship issues when planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. | <ul style="list-style-type: none"> gives an extended explanation and evaluation of a complex concept, issue or process during discussion (explains to others complex political processes, such as the process through which government policy is shaped) justifies a personal stance after analysis of arguments on a particular issue using evidence and elaboration in a group situation (acknowledges different points of view or perspectives on civics and citizenship issues, such as the role of social media in contemporary debates, and develops and justifies own stance using evidence) uses language strategically to subtly align others to own point of view (uses language to persuade others of own point of view, for example, when debating concepts and their implications, such as global identity or global citizenship) |

Speaking

| Targeted Achievement Standard | Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i> |
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| Year 7 | SpK7 |
| <p>Students:</p> <ul style="list-style-type: none"> develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. | <ul style="list-style-type: none"> speaks on topics which explore and interpret concepts drawn from research or learning area content (presents conclusions on civics and citizenship topics drawn from research, such as the values shared by Australians) uses language structures and features appropriate to learning area content uses technologies and multimodal resources to enhance meaning and effect in presentations (uses digital technologies and graphic displays for a specific audience, purpose and context, such as to argue a case for constitutional change) <p>Vocabulary</p> <ul style="list-style-type: none"> selects vocabulary to intensify and sharpen the focus (scarcely, absolutely, real, simply) uses a range of evaluative language to express opinions or convey emotion (X would seem to indicate that, arguably, it seems reasonable to conclude that) |

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| Targeted Achievement Standard | Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i> |
| Year 7 | SpK7 |
| | <ul style="list-style-type: none"> uses a range of emotive language appropriate to the topic, purpose and audience (uses language to influence the views of others or to evoke emotion on civics and citizenship issues, such as sustainability challenges or when planning and carrying out a civics-related action) |

Creating texts

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| Targeted Achievement Standard | Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i> | |
| | Informative texts | Persuasive texts |
| Year 8 | CrT10 | CrT10 |
| <p>Students:</p> <ul style="list-style-type: none"> explain different points of view on civics and citizenship issues when planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. | <p>Crafting ideas</p> <ul style="list-style-type: none"> writes to explain and analyse (writes a causal explanation to show how each freedom supports active participation in Australia’s democracy) orients the reader to the topic or concept (uses a definition in the opening paragraph) intentionally selects structural elements for effect (includes an appropriate conclusion that summarises, restates or synthesises) uses evidence and research including multimodal resources to expand upon information and concepts and add authority <p>Text forms and features</p> <ul style="list-style-type: none"> uses more elaborate noun groups that include classifying adjectives and specific nouns (statute law, common law, executive law, customary law) uses passive voice and nominalisation strategically (the results were analysed, judgement, development) | <p>Crafting ideas</p> <ul style="list-style-type: none"> writes to discuss, evaluate and review (writes an analytical exposition that argues a point of view substantiated by evidence, such as the most effective way to participate in Australia’s democracy) orients the reader to the persuasive premise of the text (states position in the opening paragraph) includes persuasive points with effective elaborations and supporting evidence (uses evidence to align the reader with own position on a civics and citizenship issue) uses multimodal resources to add impact to written text (uses images and graphics to persuade the audience) intentionally selects structural elements for effect (includes an appropriate conclusion that sums up, recommends or reiterates) includes counterargument or refutation if appropriate |

| Targeted Achievement Standard | Examples of how indicators relate to the AC standard. <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i> | |
|-------------------------------|--|---|
| | Informative texts | Persuasive texts |
| Year 8 | CrT10 | CrT10 |
| | <p>Vocabulary</p> <ul style="list-style-type: none"> uses discipline-specific terminology to provide accurate and explicit information (freedoms, responsibilities, statutory law and customary law) uses vocabulary to indicate and describe relationships (additionally, similarly) | <p>(debates how to manage situations when rights and freedoms are in conflict)</p> <p>Text forms and features</p> <ul style="list-style-type: none"> uses rhetorical devices such as rhetorical questions or repetition (what would life be like without freedoms afforded by democracy?) uses research including multimodal resources to add authority judiciously selects evidence and language to strengthen arguments <p>Vocabulary</p> <ul style="list-style-type: none"> uses topic-specific vocabulary to add credibility and weight to arguments (freedoms, responsibilities, statutory law and customary law) uses passive voice and nominalisation strategically (the results were analysed) |