



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 Economics and Business to support student progress in literacy and numeracy. This advice:

- identifies the sub-elements of the progressions that are most relevant to studying Economics and Business
- 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 Economics and Business.

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 Economics and Business, whole school planning may address other sub-elements to progress students' literacy and numeracy.

Targeted Achievement Standard	Indicators of literacy development related to the standard		
Year 8	Level LiS2	Level LiS5	Level LiS8
Students: <ul style="list-style-type: none"> explain how markets operate and recognise why governments may influence the market's operation gather relevant data and information from different sources to investigate an economic or business issue interpret data to identify trends and 	<ul style="list-style-type: none"> responds to spoken texts (uses facial expressions, movements, turns towards the speaker) responds to short phrases focusing on key words, tone of voice and intonation follows a simple recognises and syllable rhyming repeats familiar words heard in or conversation 	<ul style="list-style-type: none"> listens to texts to engage with learning content locates specific information in a learning area text attempts to sequence when recounting elicits information, rephrasing others' contribution to check own (source's opinion) uses cohesive vocabulary to support comprehension (listens for temporal 	<ul style="list-style-type: none"> identifies and paraphrases key points of a speaker's arguments (interprets and uses own words to identify key points in spoken texts such as the promoting the benefits of proposed changes to taxation, or proposed actions to address market failure) identifies and re-use complex the reliability of the source)

Figure 1: Annotated example of how to use learning area advice and the progressions to progress learning in Economics and Business

Literacy in Economics and Business

In Economics and Business, students develop literacy capability as they learn how to build economic and business knowledge and understanding and how to explore, discuss, analyse and communicate subject-specific information, concepts and ideas.

Using the literacy progression to support students in Economics and Business

The most relevant sub-elements of the literacy progression for Economics and Business are Listening, Interacting, Speaking, Understanding texts, and Creating texts. These sub-elements are essential for students to develop discipline-specific knowledge, understanding and skills and to demonstrate the learning described in the Economics and Business achievement standards. The following descriptions of the role of each sub-element in Economics and Business are organised by productive and receptive modes:

- Receptive – *Listening and Understanding texts*
- Productive – *Interacting, Speaking and Creating Texts*

Receptive Modes

Listening and Understanding texts

These sub-elements involve students using skills and strategies to access and interpret spoken, audio, written, visual and multimodal texts. In the study of Economics and Business, students are required to comprehend, interpret, analyse and evaluate a variety of economics and business data and/or information. This includes employing listening and reading processes to access and understand the increasingly sophisticated language structures of texts. Listening skills are also required when students engage in classroom conversations, discussions and debates.

Listening

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"> explain how markets operate and recognise why governments may influence the market's operation gather relevant data and information from different sources to investigate an economic or business issue interpret data to identify trends and relationships. 	<ul style="list-style-type: none"> identifies and paraphrases key points of a speaker's arguments (interprets and uses own words to identify key points in spoken texts such as the Budget speech) evaluates strategies used by the speaker to elicit emotional responses (identifies and explains emotive language used to influence the audience on issues such as promoting the benefits of proposed changes to taxation, or proposed actions to address market failure) adopts and re-uses complex abstractions heard in texts (uses abstractions such as income and money, taxation or models the how prices are determined through the interaction between buyers and sellers) identifies how speakers' language can be inclusive or alienating (examining sources to identify assumptions or missing information that may affect the reliability or usability of the source)

Understanding texts

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 9	Level UnT11
<p>Students:</p> <ul style="list-style-type: none"> analyse the interdependence of participants in the global economy gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. 	<p>Comprehension</p> <ul style="list-style-type: none"> reads and views sophisticated texts (sources that employ sophisticated language and structural features, multimodal features, including tables, diagrams, models, spreadsheets, charts and graphs, technical vocabulary and subject-specific content) derives a generalisation from abstract ideas in texts (explains the impact that natural disasters may have on a local or national economy) critically evaluates the use of visual elements in multimodal texts on the same topic or with similar purposes (compares representations of a supply chain) integrates existing understanding with new concepts in texts (applies understanding of supply chains to global business activities or hypothetical situations)

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 9	Level UnT11
	<ul style="list-style-type: none"> • analyses the credibility and validity of primary and secondary sources (gathers relevant information from reliable sources, such as government websites, uses strategies to determine reliability of information by taking account of author, audience, purpose medium) • analyses bias in texts (determines the evidence of a claim, the limitations of a conclusion, such as in the media) • explains assumptions, beliefs and implicit values in texts (economic growth is always desirable) • evaluates the social, moral and ethical positions taken in texts (evaluates the position taken on fair trading websites or texts on social responsibility) <p>Processes</p> <ul style="list-style-type: none"> • strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts (shifts between process of reading and viewing when reading multimodal texts; interprets graphs and charts to expand on meaning in written text and makes predictions such as the future trends in the way the global economy operates) • navigates digital texts to efficiently locate precise information that supports the development of new understandings (navigates digital texts to build economic and business understanding, including locating and interpreting information and data to identify trends and relationships) • identifies relevant and irrelevant information in texts • judiciously selects and synthesises evidence from multiple texts to support ideas or arguments (synthesises evidence from a range of sources to generate alternative responses to an issue, and proposes a course of action based on costs and benefits and criteria) <p>Vocabulary</p> <ul style="list-style-type: none"> • interprets complex, formal, impersonal language in academic texts (interprets abstract language and ideas such as interdependence, trade, comparative advantage, globalisation)

Productive modes

Interacting, Speaking and Creating texts

These sub-elements involve students composing different types of spoken, written and multimodal texts for a range of purposes (see Table 1). In Economics and Business, students learn to use specialised language and the terminology of economics and business when applying concepts to contemporary issues and events. They also learn to communicate to a range of audiences through a range of multimodal approaches, including texts that include graphical displays, diagrams and models.

The Interacting and Speaking indicators involve students creating formal and informal texts as part of classroom learning experiences including group and class discussions, talk that explores and investigates economics and business 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 Economics and Business¹

Broad text purpose	Text type family	Text type	Purpose
Informative	Chronicling	Factual recount	to record information and data and to evaluate their significance, such as recording data from surveys
		Factual description	to describe the characteristic features of an economy, such as the living standards of different economies, trading statistics and indicators of economic performance
	Reporting	Descriptive report	to describe and provide generalised information about an economics and business issue, such the costs and benefits associated with externalities, strategies to manage financial risks and rewards, costs and benefits of a triple bottom line
		Classifying report	to describe a class or group of things such as types of unemployment, different ways of earning an income, different types of businesses

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 to reveal how the process occurs, such as a supply chain, interest rate decisions
		Causal explanation	to explain why a process occurs, including cause and effect, such as in relation to intended and unintended causes and consequences of an interest rate rise or a budget deficit
		Factorial explanation	to explain the multiple causes of one outcome, such as high unemployment, stagnating economic growth or market failure
		Consequential explanation	to explain the multiple outcomes or effects of one phenomenon, such as over-indebtedness or a breach of consumer rights
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>
Year 7	InT6
<p>Students:</p> <ul style="list-style-type: none"> describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success develop questions and gather data and information from different sources to investigate an economic or business issue propose alternative responses to an issue and assess the costs and benefits of each alternative apply economics and business knowledge, skills and concepts to familiar problems identify the effects of their decisions and the possible effects of alternative actions. 	<ul style="list-style-type: none"> synthesises ideas from group discussion into a common theme or hypothesis (develops a hypothesis to form the basis of an inquiry drawn from group discussion, such as 'the most important factor affecting business success is seeing and taking advantage of an opportunity') poses problems, hypothesises and formulates questions about abstract ideas in group situations (develops questions to form the basis of an inquiry, such as 'how can a business achieve success in the market?') questions others to evaluate accuracy of thinking or problem-solving processes (negotiates steps in the investigation process, collaborates to question processes and find solutions, or identifies alternative responses to an issue before making a decision on the preferred course of action, such as exploring the need for setting short-term and long-term personal financial objectives) interacts with school or the broader community, adjusting language and responses to suit purpose and audience (interacts appropriately when gathering primary data through interviews and surveys, such as when interviewing local business owners) uses language to align the listener with a personal position (of course, as you can imagine, obviously)

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>
Year 9	SpK8
<p>Students:</p> <ul style="list-style-type: none"> explain the importance of managing financial risks and rewards and analyse the different strategies that may be used explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used 	<ul style="list-style-type: none"> speaks on topics which explore issues drawn from research or learning area content (presents conclusions based on findings from an investigation such as presenting a case for why it is increasingly important for businesses to create a competitive advantage) includes a range of alternative viewpoints in spoken texts, where appropriate (identifies and compares possible alternatives to address a problem such as how to manage indebtedness)

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 9	SpK8
<ul style="list-style-type: none"> generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. 	<ul style="list-style-type: none"> references and quotes authorities or statistics to add authority (according to the recent RBA report) delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

Creating texts

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 10	CrT11	CrT11
<p>Students:</p> <ul style="list-style-type: none"> explain why and how governments manage economic performance to improve living standards give explanations for variations in economic performance and standards of living within and between economies analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions explain how businesses improve productivity develop and present evidence-based conclusions and reasoned arguments incorporating different points of view use appropriate texts, subject-specific language, conventions and concepts. 	<p>Crafting ideas</p> <ul style="list-style-type: none"> writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities (explains fluctuations in the economy using phases of the business cycle, explains measures of living standards such as HDI, GDP) uses classification to organise ideas and information (classifies types of economic policy such as microeconomic and macroeconomic policy, and fiscal and monetary policy) writes texts with forms and features combined strategically for purpose (writes texts that combine written and visual elements such as tables, graphs and models to inform audiences on economics and business issues such as variations in living standards within and between economies) uses evidence and references (cites sources to give descriptions and 	<p>Crafting ideas</p> <ul style="list-style-type: none"> writes sustained, robust arguments on complex learning area topics (arguing for a particular action on how a business could improve its productivity, arguing for and justifying why particular types of loans are preferred in different circumstances) uses structural features flexibly to organise ideas strategically (uses citation and referencing from authoritative sources) develops a cohesive argument with an effective conclusion strategically selects multimodal resources to position the reader/viewer (uses a range of multimodal resources such as tables, charts, images and graphs to persuade audiences to choose a particular long-term investment strategy)

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 10	CrT11	CrT11
	<p>explanations credibility and authority)</p> <ul style="list-style-type: none"> writes succinct short-answer explanatory texts as well as complex, multi-staged extended texts <p>Text forms and features</p> <ul style="list-style-type: none"> uses extended noun groups including adjectival phrases (use of factual adjectives and classifiers to describe economic performance, such as the contractual fiscal stance, the expansionary monetary policy) judiciously uses language and multimodal resources to emotionally or intellectually affect audience (combines language and multimodal resources such tables, charts and diagrams to explain complex economic policies) <p>Vocabulary</p> <ul style="list-style-type: none"> uses complex abstractions (fiscal policy, microeconomic policy, productivity, organisational management) 	<p>Text forms and features</p> <ul style="list-style-type: none"> uses sophisticated evaluative language (conclusive research, the evidence overwhelmingly supports the conclusion that) judiciously uses language and multimodal resources to emotionally or intellectually affect audience (graphs showing the performance of different investment options or the interest owing on different loan products) <p>Vocabulary</p> <ul style="list-style-type: none"> uses vocabulary for precision (the significant financial risks associated with unsecured loans ...)