



## 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 History to support student progress in literacy and numeracy. This advice:

- identifies the sub-elements of the progressions that are most relevant to studying History
- 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 History

Figure 1 illustrates how the progressions are to be used by teachers to identify where students are positioned 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 History, whole school planning may address other sub-elements to progress students' literacy and numeracy.

History

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"> <li>interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions</li> <li>analyse origin and purpose, and draw conclusions about their</li> </ul>	<ul style="list-style-type: none"> <li>responds to spoken texts (uses facial expressions, movements, turns towards the speaker)</li> <li>responds to short phrases, relying on key words, tone of voice and intonation</li> <li>follows a simple</li> <li>recognises and g</li> <li>syllable rhyming</li> <li>repeats familiar words heard or conversation</li> </ul>	<ul style="list-style-type: none"> <li>listens to texts to engage with learning area content</li> <li>extracts specific information from learning area text</li> <li>attends to sequence when recounting</li> <li>contribution to check own comprehension)</li> <li>uses descriptive vocabulary to support comprehension (listens for temporal connectives such as first, then, finally</li> </ul>	<ul style="list-style-type: none"> <li>identifies and paraphrases key points of a speaker's arguments (interprets speeches and uses own words to identify key historical events and</li> <li>identifies any shifts in direction, line of argument or purpose made by the speaker (critically analyses a speech to identify audience and purpose)</li> </ul>

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

## Literacy in History

In History, students develop literacy when they use historical sources, apply historical thinking concepts, develop texts and communicate their understanding.

### Using the literacy progression to support students in History

The most relevant sub-elements of the literacy progression for History 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 History achievement standards. The following descriptions of the role of each sub-element in History 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. To appreciate the full meaning of a historical text, particularly primary resources, students need to understand the world in which it was produced. A text in History reflects the time and place in which it was produced, the world view of those who produced the text and the culture and power structures that existed at the time. In the study of History, students are required to comprehend, interpret, analyse and evaluate sources to form conclusions using historical concepts. 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.

Texts in History are often accompanied by graphics, such as illustrations, maps, tables and timelines that provide significant information and are supported by references and quotations. Understanding primary sources requires students to increase their richness and breadth of vocabulary as many historical words have meanings which are different from the same words (the Church, gentleman) and these sources may include vocabulary not used today.

## 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>
<b>Year 9</b>	<b>Level LiS8</b>
Students: <ul style="list-style-type: none"> <li>interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions</li> <li>analyse origin and purpose, and draw conclusions about their usefulness</li> </ul>	<ul style="list-style-type: none"> <li>identifies and paraphrases key points of a speaker's arguments (interprets speeches and uses own words to identify key historical events and arguments)</li> <li>evaluates strategies used by the speaker to elicit emotional responses (identifies and explains emotive language used in a speech and the point/s of view expressed)</li> <li>identifies any shifts in direction, line of argument or purpose made by the speaker (critically analyses a speech to identify audience and purpose)</li> <li>identifies how speakers' language can be inclusive or alienating (asks questions of the text, such as whose voice is missing? how has language been used to include or alienate?)</li> </ul>

## 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>
<b>Year 10</b>	<b>Level UnT11</b>
Students: <ul style="list-style-type: none"> <li>process, analyse and synthesise information from a range of primary and secondary sources</li> <li>analyse sources to identify motivations, values and attitudes</li> <li>when evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>reads and views sophisticated texts (sources that employ sophisticated language and structural features, multimodal features, technical vocabulary and history-specific content)</li> <li>analyses the credibility and validity of primary and secondary sources (analyses information in different sources for reliability and omission and takes account of origin, purpose and context)</li> <li>analyses bias in texts (determines whose voice is missing, the evidence of a claim, the limitations of a conclusion)</li> <li>explains assumptions, beliefs and implicit values in texts (identifies and describes points of view,</li> </ul>

<b>Targeted Achievement Standard</b>	<b>Examples of how indicators relate to the AC standard.</b> <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>
<b>Year 10</b>	<b>Level UnT11</b>
	<p>attitudes and values in sources, refers to the place, time, audience and purpose)</p> <p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• navigates digital texts to efficiently locate precise information that supports the development of new understandings (uses websites which include rare historical footage)</li> <li>• identifies relevant and irrelevant information in texts</li> <li>• judiciously selects and synthesises evidence from multiple texts to support ideas or arguments</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• interprets complex, formal, impersonal language in academic texts (primary and secondary sources)</li> </ul>

## 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 group and class discussions, talk that explores and investigates learning area 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 History<sup>1</sup>

Broad text purpose	Text type family	Text type	Purpose
Informative	Chronicling	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 their significance

<sup>1</sup> 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	
		Historical account	to account for and explain historical events before making a judgement or drawing a conclusion, such as explaining the significance of an event, what caused an event, the sequence of events, or the effects of an event	
		Reporting	Descriptive report	to describe and provide generalised information about a historical period of time or a significant historical event
		Explaining	Sequential explanation	to explain in a sequence the phases of a process, including long term causes and short-term triggers, such as the causes of World War I
			Causal explanation	to explain why an event occurred, including cause and effect
			Factorial explanation	to explain the multiple causes of one event or historical phenomena
			Consequential explanation	to explain the multiple effects of one event or historical phenomena including intended and unintended consequences
		Persuasive	Persuading	Exposition (analytical)
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>
<b>Year 9</b>	<b>InT7</b>
Students: <ul style="list-style-type: none"> <li>develop texts, particularly explanations and discussions, incorporating historical interpretations.</li> </ul>	<ul style="list-style-type: none"> <li>gives an extended explanation and evaluation of a concept, issue or process during discussion (explains the multiple causes of an event during discussion – factorial explanation)</li> <li>uses language strategically to align others to own point of view (exposition - argues for a particular point of view, such as the effects of the Industrial Revolution, or the causes of World War I)</li> <li>justifies a personal stance after analysis of arguments on a particular issue using evidence and elaboration (the positive and negative impact of the Industrial Revolution)</li> </ul>

## 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>
<b>Year 7</b>	<b>SpK7</b>
Students: <ul style="list-style-type: none"> <li>develop texts, particularly descriptions and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>speaks on topics which explore and interpret concepts drawn from research or learning area content (presents conclusions from an inquiry)</li> <li>uses technologies and multimodal resources to enhance meaning and effect in presentations</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>uses rich, evocative descriptive language (uses rich language to describe or provide generalised information about a historical period of time or a significant historical event)</li> </ul>

## 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
<b>Year 10</b>	<b>CrT11</b>	<b>CrT11</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time</li> <li>develop texts, particularly explanations and discussions, incorporating historical arguments</li> <li>use historical terms and concepts, evidence identified in sources, and they reference these sources.</li> </ul>	<p><b>Crafting ideas</b></p> <ul style="list-style-type: none"> <li>writes sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities (writes causal explanation to explain World War II using an annotated timeline)</li> <li>writes texts with forms and features combined strategically for purpose (describes the sequence of an historical event and identifies causal patterns)</li> <li>uses evidence and references (cites historical sources to give descriptions and explanations credibility and authority)</li> </ul> <p><b>Text forms and features</b></p> <ul style="list-style-type: none"> <li>uses extended noun groups including adjectival phrases (uses factual adjectives and classifiers to describe events or historical phenomena)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>uses complex abstractions (economic, sociocultural)</li> </ul>	<p><b>Crafting ideas</b></p> <ul style="list-style-type: none"> <li>writes sustained, robust arguments on complex learning area topics (the significance of an individual or group in bringing about change during the Industrial Revolution)</li> <li>uses structural features flexibly to organise ideas strategically (uses citation and referencing from authoritative sources)</li> <li>develops a cohesive argument with an effective conclusion</li> <li>strategically selects multimodal resources to position the reader/viewer (a video clip of a politician advocating for a particular social policy)</li> </ul> <p><b>Text forms and features</b></p> <ul style="list-style-type: none"> <li>uses sophisticated evaluative language (the damaging inquiry, conclusive research, the evidence overwhelmingly supports the conclusion that)</li> <li>judiciously uses language and multimodal resources to emotionally or intellectually affect audience (a photograph showing a child who was forcibly removed from their family, statistics showing the number of children removed)</li> </ul>

<b>Targeted Achievement Standard</b>	<b>Examples of how indicators relate to the AC standard.</b> <i>Individual student literacy may be at different levels of the progression as indicated in Figure 1.</i>	
	<b>Informative texts</b>	<b>Persuasive texts</b>
<b>Year 10</b>	<b>CrT11</b>	<b>CrT11</b>
		<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• uses vocabulary for precision (the significant contribution of ...)</li> </ul>