



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

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

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 Geography, 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
<p>Students:</p> <ul style="list-style-type: none"> <li>explain how places are perceived and valued differently</li> <li>evaluate a range of primary and secondary sources to locate useful and reliable information and data.</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 sequence of instructions</li> <li>recognises and identifies syllable rhyming</li> <li>repeats familiar words heard in a text or conversation</li> </ul>	<ul style="list-style-type: none"> <li>listens to texts to engage with learning area content</li> <li>identifies specific information in a learning area text</li> <li>attempts to sequence when recounting</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 and uses own words to identify key points and arguments)</li> <li>identifies how speakers' language can be used to influence the audience on issues such as the protection of landscapes</li> <li>identifies how speakers' language can be used to influence the audience on issues such as the protection of landscapes</li> </ul>

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

## Literacy in Geography

In Geography, students develop literacy capability as they learn how to build geographical knowledge and understanding and how to explore, discuss, analyse and communicate geographical information, concepts and ideas.

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

The most relevant sub-elements of the literacy progression for Geography 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 Geography achievement standards. The following descriptions of the role of each sub-element in Geography 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 Geography, students are required to comprehend, interpret, analyse and evaluate primary and secondary sources. 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.

In Geography students gather and interpret information from a wide range of sources including primary sources (observations, field sketches, surveys and interviews or

photographs) and secondary sources (maps, graphical representations, reports, census data and the media). Engaging with these sources helps students to understand the places that make up our world. They are also required to evaluate sources and recognise how language and images can be used to make and manipulate meaning.

## 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 8</b>	<b>Level LiS8</b>
Students: <ul style="list-style-type: none"> <li>explain how places are perceived and valued differently</li> <li>evaluate a range of primary and secondary sources to locate useful and reliable information and data.</li> </ul>	<ul style="list-style-type: none"> <li>identifies and paraphrases key points of a speaker's arguments (interprets and uses own words to identify key points and arguments in spoken texts such as environmental commentary or interviews on a significant place)</li> <li>evaluates strategies used by the speaker to elicit emotional responses (identifies and explains emotive language used to influence the audience on issues such as the protection of landscapes)</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 or evidence been used to include or alienate? is an indigenous perspective included?)</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 9</b>	<b>Level UnT11</b>
Students: <ul style="list-style-type: none"> <li>analyse alternative strategies to a geographical challenge using environmental, social and economic criteria</li> <li>evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data</li> <li>use a range of methods and digital technologies to interpret and analyse maps, data and other information.</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, including maps, technical vocabulary and geography-specific content)</li> <li>analyses the credibility and validity of primary and secondary sources (analyses information in different texts and from fieldwork for relevance and reliability)</li> <li>analyses bias in texts (determines the evidence of a claim, the limitations of a conclusion)</li> <li>evaluates the social, moral and ethical positions taken in texts (evaluates information gathered from survey data to identify the different positions taken by respondents, evaluates contemporary and historical texts describing the value of a wilderness protected area)</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 9</b>	<b>Level UnT11</b>
	<p><b>Processes</b></p> <ul style="list-style-type: none"> <li>• 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 graphics and maps to build meaning)</li> <li>• navigates digital texts to efficiently locate precise information that supports the development of new understandings (navigates digital texts to build geographical understanding, such as locating and interpreting information using spatial technologies and from maps, diagrams and photographs)</li> <li>• identifies relevant and irrelevant information in texts</li> <li>• judiciously selects and synthesises evidence from multiple texts to support ideas or arguments (synthesises evidence from a range of primary and secondary sources to form conclusions about geographical issues)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• interprets complex, formal, impersonal language in academic texts (interprets a range of geographical terminology and concepts in secondary sources)</li> </ul>

## 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 2). In Geography, students learn to use geography's scientific and expressive modes of writing and the vocabulary of the discipline. They learn to create graphical and visual texts, such as maps, diagrams and photographs. 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 Geography<sup>1</sup>

Broad text purpose	Text type family	Text type	Purpose
Informative	Procedural	Protocol	to list conditions under which something is to be done, such as protocols for consulting with Aboriginal and Torres Strait Islander Peoples when undertaking research
	Chronicling	Factual recount	to record information and data and to evaluate their significance, such as recording data from fieldwork
	Reporting	Factual description	to describe the characteristic features of particular people and places, such as the human and environmental features of places
		Descriptive report	to describe and provide generalised information about human and environmental phenomena, such as urbanisation or geomorphic processes
		Classifying report	to describe a class or group of things, such as types of landscapes, biomes or settlements
	Explaining	Sequential explanation	to explain in a sequence the phases of a process to reveal how the process occurs, such as the water cycle or a supply chain

<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
		Causal explanation	to explain why a process occurs, including cause and effect, such as human-induced environmental change
		Factorial explanation	to explain the multiple causes of one outcome, such as food scarcity
		Consequential explanation	to explain the multiple outcomes or effects of one phenomenon, such as the effects of a natural disaster
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>
<b>Year 8</b>	<b>InT7</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>explain interconnections within environments and between people and places and explain how they change places and environments</li> <li>present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms</li> <li>propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.</li> </ul>	<ul style="list-style-type: none"> <li>gives an extended explanation and evaluation of a concept, issue or process during discussion (explains that environmental and human processes, for example, the formation of landforms, urbanisation or human-induced environmental change are sets of cause-and-effect interconnections that can operate between and within places)</li> <li>justifies a personal stance after analysis of arguments on a particular issue using evidence and elaboration (shares evidence-based opinion on how to respond to a geographical challenge, such as ways of planning for Australia's urban future)</li> <li>uses language strategically to subtly align others to own point of view (shares their own point of view in relation specific geographical issues, for example, limited access to services and facilities to remote communities)</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>
<p>Students:</p> <ul style="list-style-type: none"> <li>describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently</li> <li>record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions</li> <li>present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms.</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 findings from a geographical inquiry such as the liveability of different places)</li> <li>uses ideas and language features appropriate to complex topics (uses language to communicate and demonstrate understanding of geographical concepts)</li> <li>uses technologies and multimodal resources to enhance meaning and effect in presentations (uses photographs, satellite images, interactive maps, diagrams and text to enhance spoken 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, for example, on issues relating to environmental quality)</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 7</b>	<b>SpK7</b>
	<ul style="list-style-type: none"> <li>• uses a range of evaluative language to express opinions or convey emotion (significant benefits, devastating consequences)</li> <li>• uses rich, evocative descriptive language (uses rich language to describe geographical phenomena such as water scarcity)</li> </ul>

## Creating texts

<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>
<p>Students:</p> <ul style="list-style-type: none"> <li>• identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences</li> <li>• analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives</li> <li>• present findings, arguments and explanations using relevant geographical terminology and graphic representations and digital technologies in a range of selected and appropriate communication forms</li> <li>• propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.</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 (explains the causes and likely consequences of an environmental change)</li> <li>• writes texts with forms and features combined strategically for purpose (creates texts that combine written and visual elements such as maps and graphs to inform, such as reasons for spatial variations in human wellbeing)</li> <li>• uses classification to organise ideas and information (types of environments, indicators of human wellbeing)</li> <li>• uses evidence and references (cites 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 (use of factual adjectives and classifiers to describe places)</li> </ul>	<p><b>Crafting ideas</b></p> <ul style="list-style-type: none"> <li>• writes sustained, robust arguments on complex learning area topics (argues for a particular action on how to manage the environmental change being investigated)</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, (reasons for, and consequences of, spatial variations in human wellbeing in Australia)</li> <li>• strategically selects multimodal resources to position the reader/viewer (uses a range of multimodal resources such as photographs, video clips and graphical representations to persuade audiences to act to improve human wellbeing by buying socially responsible products)</li> </ul>



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>or geographical events or phenomena)</p> <ul style="list-style-type: none"> <li>judiciously uses language and multimodal resources to emotionally or intellectually affect audience (combines language and multimodal resources such as maps and diagrams to explain complex geographical processes)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>uses complex abstractions (environment, sociocultural, sustainability)</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 (photographs showing disparity of human wellbeing or abuses to human rights in different places)</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>uses vocabulary for precision (the significant environmental consequences of ...)</li> </ul>