



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.

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"> 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"> responds to spoken texts (uses facial expressions, movements, turns towards the speaker) responds to short phrases, paying attention to key words, tone of voice and intonation follows a simple recognises and syllable rhyming repeats familiar words heard in conversation 	<ul style="list-style-type: none"> listens to texts to engage with learning locates specific information in learning area text attempts to sequence events in recounting uses appropriate words, phrases, clauses, sentences, paragraphs, and text structure to communicate with others contributes to check own comprehension uses extensive vocabulary to support comprehension (listens for temporal 	<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 makes 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 identifies how speakers' language can be inclusive or alienating

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

Literacy in Civics and Citizenship

In Civics and Citizenship, students develop literacy when they research, read and analyse sources of information and communicate ideas, concepts and plans to a variety of audiences.

Using the literacy progression to support students in Civics and Citizenship

The most relevant sub-elements of the literacy progression for Civics and Citizenship 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 Civics and Citizenship achievement standards. The following descriptions of the role of each sub-element in Civics and Citizenship 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 Civics and Citizenship, students are required to comprehend, interpret, analyse and evaluate sources to identify different points of view and draw conclusions. 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, group discussions and debates.

Operating with percentages

This sub-element involves students using percentages to represent quantities. It is particularly useful to Civics and Citizenship for identifying trends, measuring the religious and cultural diversity of the Australian population, and interpreting statistics from surveys, voting or opinion polls. Percentages are often also used by students when gathering quantitative evidence as part of an inquiry process.

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student numeracy may be at different levels of the progression as indicated in Figure 1.</i>
Year 7	OwP2
Students: <ul style="list-style-type: none"> • explain the diverse nature of Australian society • develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems • consider different points of view on civics and citizenship issues. 	Find percentage as a part of a whole <ul style="list-style-type: none"> • finds a percentage of a quantity (calculates the percentage of yes/no votes in a simulated referendum to determine the result vis a vis a double majority) • multiplies to calculate a percentage of any amount (finds the percentage of the total population that observe a particular faith or religion) • finds percentages of quantities and expresses one quantity as a percentage of another (finds the percentage of the population that were born in a particular country and determines the percentage of the Australian population born overseas)
	OwP3
	Find a part of a whole as a percentage <ul style="list-style-type: none"> • uses a strategy to find a percentage that represents part of a whole (uses benchmark fractions or multiplication to find the percentage of survey respondents who strongly agree with a particular statement)

Comparing units

This sub-element addresses comparing units in ratios, rates and proportions. The sub-element can be applied in Civics and Citizenship to identify trends over time in one or more aspects of society such as ethnic or religious diversity, religious observance or changes in people's views. It can also be used to elicit evidence to support conclusions.

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student numeracy may be at different levels of the progression as indicated in Figure 1.</i>
Year 8	CoU3
Students: <ul style="list-style-type: none"> • identify the diverse belief systems in Australia • explain different points of view on civics and citizenship issues • develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. 	Ratios <ul style="list-style-type: none"> • interprets ratios as a comparison between the same units of measure (respondents surveyed who support change compared with those who do not) • expresses a ratio as equivalent fractions or percentages (ratio 2:1, each part represents 1/3 of the whole)

Interpreting and representing data

This sub-element describes how a student becomes increasingly able to recognise and use visual and numerical displays to describe data associated with statistical investigations. Making sense of data is vital to studying Civics and Citizenship. Students use data to develop displays to explore data and points of view in relation to civics and citizenship topics and issues. They interpret statistical displays to support their own interpretations and to think critically about claims made by others, either questioning or confirming them.

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student numeracy may be at different levels of the progression as indicated in Figure 1.</i>
Year 10	IRD4
Students: <ul style="list-style-type: none"> • analyse the influences on people's political choices • analyse a range of factors that influence identities and attitudes to diversity • analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability 	Shape of data displays <ul style="list-style-type: none"> • determines and calculates the most appropriate statistic to describe the data (selects the mean to describe the central tendency of survey respondents' age when there are no outliers that will skew the data, selects median or mode to describe central tendency of data based on Likert scale) • uses simple descriptive statistics (arithmetical mean or median) as measures to represent typical values of a distribution (describes distribution of population whose political choices are influenced by family)

Targeted Achievement Standard	Examples of how indicators relate to the AC standard. <i>Individual student numeracy may be at different levels of the progression as indicated in Figure 1.</i>
<ul style="list-style-type: none"> compare and account for different interpretations and points of view on civics and citizenship issues develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. 	<ul style="list-style-type: none"> compares the usefulness of different representations of the same data (compares the usefulness of a line graph to a table of values to illustrate factors that influence attitudes to diversity)
	<p>IRD5</p>
	<p>Graphical representations of data</p> <ul style="list-style-type: none"> uses graphical representations relevant to the purpose of the collection of the data (selects a line graph to demonstrate change over time, selects a vertical bar graph to show the ethnic diversity of Australia's population) interprets the impact of outliers in data (interprets the impact of outliers on average wealth)
	<p>IRD6</p>
<p>Recognising bias</p> <ul style="list-style-type: none"> applies an understanding of distributions to evaluate claims based on data (evaluates claims made by the media regarding migration by comparing with census data) recognises and explains bias as a possible source of error in media reports or survey data (evaluates the validity of evidence provided on reports of refugees arriving by sea) 	