AUSTRALIAN CURRICULUM GENRE MAPS

What are they?

These maps identify the key genres evident in the curriculum for each of the learning areas. In the Australian Curriculum, genres are referred to as types of texts. However, the term genre tends to be more commonly used in South Australia and therefore this is the term used in this document.

The content knowledge of each learning area is commonly expressed in purposeful, patterned and predictable ways, called genres. These genres are often specific to the learning areas and stem from disciplinary ways of 'knowing and communicating' developed over time. The social view of language underpinning the Australian Curriculum identifies that the use of language and visuals varies according to the context and situation in which they are used, including the different learning areas.

There are important considerations for curriculum area learning stemming from this view because, as students engage with the subject-based content, they must learn to access and use language and visual elements in the particular and specific ways that are the distinctive and valued modes of communication in each learning area. (Australian Curriculum Literacy capability p.11)

Examples of these include:

• Geography: The geographical inquiry report genre is evident in the Australian Curriculum from year 4 and continues through to the SACE where Geographical Inquiry report is a key assessment genre in Stage 2 Geography (see the back of the Geography genre map for SACE detail).

• History: The historical argument/discussion genre is evident in the Australian Curriculum from around year 6 and continues to the SACE where historical arguments (essays) form the majority of the assessment. The History Genre Map in this document shows this progression. Shading on this map highlights the genres specifically identified in the Achievement Standards at each level. The developing complexity is evident as students, for example, develop recount and narrative through Years 1-4 and moving into and building historical explanation and argument through years 6-10 (see the back of the History genre map for SACE detail).

• Science: The scientific investigation report genre is evident in the Australian Curriculum from year 4 and develops in complexity through to the SACE where Science Practical Investigations and Scientific Issues Investigations are key assessment types in all of the Stage 2 Science subjects (see the back of the Science genre map for SACE detail).
**How have they been developed?**

The maps have been developed through a process of analysing the content descriptions, achievement standards and scope and sequence of the Australian Curriculum. In addition, examples of Phase 1 Australian Curriculum subject genres are listed in the Australian Curriculum Literacy capability continuum and this information has been included into the Science, History and Mathematics genre maps.

Overall, only genres clearly identified in the Australian Curriculum have been included. However, the different learning areas vary in their specificity of the key genres and where key genres have not been specified, examples of possible genres from the content descriptions have been included.

**How can they be used?**

These genre maps will provide an invaluable support for whole school, year levels and learning area/faculty planning. They may be adapted and/or extended to more specifically meet the learning needs at each site.

**Whole School** - using TfEL and curriculum requirements as the framework, a genre map enables a school to:

- think beyond teachers’ individual units of work
- plan how they will develop *the particular and specific ways that are the distinctive and valued modes of communication in each learning area*
- systematically plan for the sequential development of the genres as student progress through the school
- consider how to use assessment for learning in powerful ways to scaffold success in learning.

**Year Level Teachers** - genre maps support:

- integration with Learning Design – in particular, *What evidence will enable us to assess the intended learning? So what will we do to get there?*
- assessment *for* and *as* learning (by focusing teaching on the gap between where a learner is and where they are progressing to the desired goal)
- systematic and explicit teaching.

**Learning area/faculties** – a genre map supports colleagues to:

- plan for common assessment tasks to ensure key learning area assessment genres are developed through the years of schooling to enable student choices in senior secondary and beyond.

*English is not included* in these genre maps because of the overall focus on ‘text’ and ‘text in context’. Genres are broadly categorised in English as imaginative, informative and persuasive with a focus in the achievement standards each year level on their receptive (comprehending) and productive (composing) modes. *Digital Technologies is not included* because of limited specificity/identification of genres.

**Related resources:** Professional Learning Modules are available on the Numeracy and Literacy website to support schools. These include:

- Genres in Primary Schools
- Genres in secondary Schools
- Genre Mapping

*Please forward any feedback/comments regarding this draft document to* [Nanette.smibert@sa.gov.au](mailto:Nanette.smibert@sa.gov.au)
Australian Curriculum:

Mathematics Genres P. 5
Science Genres P. 7
History Genres P. 9
Geography Genres P. 11
Civics and citizenship Genres P. 13
Economics and Business Genres P. 15
The Arts Genres P. 17
Design and Technologies Genres (Digital Technologies not included) P. 19
Health and Physical Education Genres P. 21

Literacy Capability Summary Companion Document P. 23
# AUSTRALIAN CURRICULUM MATHEMATICS GENRES

*Developed from the Literacy Capability Maths text examples pp 24-25 with reference to the Mathematics content descriptions, achievement standards, scope and sequence*

<table>
<thead>
<tr>
<th>Level 1e</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically by the end of Foundation Year</td>
<td>Typically by the end of Yr 2</td>
<td>Typically by the end of Yr 4</td>
<td>Typically by the end of Yr 6</td>
<td>Typically by the end of Yr 8</td>
<td>Typically by the end of Year 10</td>
</tr>
</tbody>
</table>

**Describe Patterns**
- e.g. materials, sounds, movements or drawings

**Reports of steps in a process**
- e.g. conducting a chance experiment

**Reports of a process**
- e.g. converting mixed numbers to improper fractions and vice versa

**Procedures**
- e.g. how to make mathematical shapes or complete a process

**Procedures**
- how to complete a mathematical task or process

**Simple statements of comparison**
- e.g. in relation to mass, length and capacity

**Word problems**
- e.g. addition and subtraction

**Word problems**
- e.g. Multiplication and division

**Word problems**
- e.g. addition and subtraction of fractions

**Word problems**
- e.g. involving profit or loss

**Word problems**
- e.g. involving algebraic equations

**Days of the week**
- e.g. to connect order and events

**Maps**
- e.g. to receive and give information or to describe place

**Maps**
- e.g. use scale to describe the difference in a city in Australia and Indonesia

**Explanation of mathematical processes**

**Explanation of mathematical processes**

**Explanation of mathematical processes**

**Calendars**
- e.g. use to locate personally or culturally specific days

**Yes/no questions**
- to collect information

**Questions to collect data**

**Survey questions and recording**

**Surveys - questions and reports**

**Surveys - questions and reports**

**Surveys - questions and reports**

**Data displays**
- e.g. representing responses to questions posed

**Data displays**
- e.g. picture graphs to represent one-to-one correspondence

**Data displays**
- e.g. to represent the most popular breakfast cereal in the class

**Data displays**
- with and without digital technologies
  - e.g. as part of an investigation into representations in the media

**Data displays**
- with and without digital technologies
  - e.g. as part of an investigation into random sampling

**Data displays**
- e.g. use parallel box plots to compare and interpret data about the age distribution of ATSI people with that of the Australian population as a whole

**Reports of group tasks**
- e.g. oral or written investigations

**Recounts and evaluations of group tasks**
- e.g investigations

**Recounts and evaluations of group tasks**
- e.g investigations

**Recounts and evaluations of group tasks**
- e.g investigations

Consultative draft from Numeracy and Literacy Unit, April 2014
<table>
<thead>
<tr>
<th>Assessment Type 1: Skills and Applications Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• solutions to mathematical questions/problems</td>
</tr>
<tr>
<td>• in written form or in the form of numerical data, diagrams, tables, or graphs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Type 2: Folio: Mathematical investigations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• interpret and justify results, summarise, and draw conclusions</td>
</tr>
<tr>
<td>• appropriate explanations and arguments in a report including:</td>
</tr>
<tr>
<td>• an introduction that outlines the problem to be explored, including its significance, its features, and the context</td>
</tr>
<tr>
<td>• the method required to find a solution, in terms of the mathematical model or strategy to be used</td>
</tr>
<tr>
<td>• the appropriate application of the mathematical model or strategy, including</td>
</tr>
<tr>
<td>– the generation or collection of relevant data and/or information, with details of the process of collection</td>
</tr>
<tr>
<td>– mathematical calculations and results, and appropriate representations</td>
</tr>
<tr>
<td>– the analysis and interpretation of results</td>
</tr>
<tr>
<td>– reference to the limitations of the original problem</td>
</tr>
<tr>
<td>• a statement of the results and conclusions in the context of the original problem</td>
</tr>
<tr>
<td>• appendices and a bibliography, as appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Type 3: Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Mathematical Pathways has no examination - instead the subject requires an externally marked Investigation)</td>
</tr>
</tbody>
</table>

**Performance standards**
- Mathematical knowledge and skills and their application
- Mathematical modeling and problem solving
- Communication of mathematical information
## AUSTRALIAN CURRICULUM SCIENCE GENRES

*Developed from Science content descriptions, achievement standards, scope and sequence and the Literacy Capability pp 24-25*

<table>
<thead>
<tr>
<th>Level 1e</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typically by the end of Foundation Year</td>
<td>Typically by the end of Yr 2</td>
<td>Typically by the end of Yr 4</td>
<td>Typically by the end of Yr 6</td>
<td>Typically by the end of Yr 8</td>
<td>Typically by the end of Year 10</td>
</tr>
</tbody>
</table>

### Topic examples
- **Level 1e**: The weather
- **Level 2**: Materials
- **Level 3**: Living things
- **Level 4**: Changes to materials
- **Level 5**: Energy
- **Level 6**: DNA and genes

### Questions and answers
- e.g. Questions to guide observations of weather across a term
- Procedures
  - e.g. How to make paper
  - e.g. How to set up a worm farm

### Statements of observations
- e.g. How the ants in our garden respond to different weather
- Descriptions
  - e.g. Property of materials
  - Descriptions of observed objects, living things or phenomena
  - e.g. The physical properties of natural materials in our garden

### Information reports
- Using multi-source research
  - e.g. Recyclable materials
  - e.g. Different types of kinetic energy
  - e.g. How chromosomes came to be recognised as the carriers of genes

### Information reports (individual and group investigations)
- e.g. Exploring family trees with inherited characteristics
- e.g. Exploring patterns of phylogenetic trees including extinctions and causes for these that are related to natural selection

### Investigative reports
- E.g. From tree to egg carton
- E.g. How plants provide shelter for animals

### Causal explanations
- E.g. How fire affects seed germination
- E.g. How oxygen affects steel

### Theoretical multimodal explanations
- E.g. Factors that cause mutations and their causes

### Persuasive texts
- To argue for a particular course of action
  - E.g. Why we should use public transport or to discuss both sides of a contentious issue
  - E.g. Should we use nuclear energy in Australia?

### Arguments
- Based on evidence, using appropriate scientific language
  - E.g. The impact of IVF on natural selection

### Discussion texts
- With supporting evidence to present a point of view on a contentious issue
  - E.g. Genetic modification and world food security: a discussion

Consultative draft from Numeracy and Literacy Unit, April 2014
**Australian Curriculum Science: Curriculum focus**
*(biological science, chemical science, earth and space science, physical science)*

<table>
<thead>
<tr>
<th></th>
<th>F- Yr 2</th>
<th>Yrs 3-6</th>
<th>Yrs 7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of self and the local world</td>
<td>Recognising questions that can be investigated scientifically and investigating them</td>
<td>Explaining phenomena involving science at its applications</td>
<td></td>
</tr>
</tbody>
</table>

### SENIOR SECONDARY: SACE SCIENCES *(Biology, Chemistry, Physics, Geology)*

<table>
<thead>
<tr>
<th>Assessment Type 1: Investigations Folio</th>
<th>SACE Stage 1 Assessment Types</th>
<th>SACE Stage 2 Assessment Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Investigations</td>
<td></td>
<td>Practical Investigations</td>
</tr>
<tr>
<td>Issues Investigation</td>
<td></td>
<td>Issues Investigation</td>
</tr>
<tr>
<td>Field Investigation (Geology)</td>
<td></td>
<td>Field Investigation (Geology)</td>
</tr>
</tbody>
</table>

**Assessment Type 2: Skills and Applications Tasks**
Skills and applications tasks require students to use their knowledge and understanding of relevant ideas, facts, and relationships in a range of tasks *(NB range of purposes/genres)*

<table>
<thead>
<tr>
<th>Assessment Type 2: Skills and Applications Tasks</th>
<th>SACE Stage 1 Assessment Types</th>
<th>SACE Stage 2 Assessment Types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills and applications tasks require students to use their knowledge and understanding of relevant ideas, facts, and relationships in a range of tasks <em>(NB range of purposes/genres)</em></td>
<td></td>
<td>Skills and applications tasks require students to use their knowledge and understanding of relevant ideas, facts, and relationships in a range of tasks <em>(NB range of purposes/genres)</em></td>
</tr>
</tbody>
</table>

**Assessment Type 3: Examination (30%)**
Students undertake one 3-hour examination (e.g. multiple choice, causal and theoretical explanations –stand-alone paragraphs and extended texts)

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**Performance standards**
- investigation
- analysis and evaluation
- application
- knowledge and understanding.
## AUSTRALIAN CURRICULUM HISTORY GENRES

*Developed from History content descriptions, achievement standards, scope and sequence and the Literacy Capability pp 24-25*

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<td>Typically by the end of Yr 6</td>
<td>Typically by the end of Yr 8</td>
<td>Typically by the end of Year 10</td>
</tr>
<tr>
<td>Personal and family histories</td>
<td>Yr 1: Present and past family life Yr 2: The Past in the present – local history</td>
<td>Yr 3: Community and remembrance Yr 4: First contacts</td>
<td>Yr 5: The Australian colonies Yr 6: Australia as a nation</td>
<td>Yr 7: The Ancient World Yr 8: The ancient to the modern world</td>
<td>Yr 9: The making of the modern world Yr 10: The modern world and Australia</td>
</tr>
<tr>
<td>• simple sequences of familiar objects/events e.g. a visual timeline of key events/stages in my life so far</td>
<td>• historical retellings of an event e.g. when the bridge was built in our town</td>
<td>• historical recounts of an event e.g. the journeys of Christopher Columbus and contact with indigenous peoples</td>
<td>• historical recounts of a series of events with some summative commentary e.g. the story of Federation</td>
<td>• historical recounts of a series of events with some summative commentary e.g. the building of the pyramids at Giza</td>
<td>• historical recounts of a series of events or developments within a chronological framework with some summative or evaluative commentary e.g. the events of the Freedom Rides in the 1960s and their impact on Australian society.</td>
</tr>
<tr>
<td>narratives about the past e.g. retell the story of a significant day for my family</td>
<td>• narratives built around historical events/people e.g. a significant person that changed our community</td>
<td>• historical narratives told from a particular perspective e.g. a diary of a convict on the First Fleet</td>
<td>• historical narratives that retell past events, for example from a particular personal or cultural perspective e.g. the experiences of a post-war migrant family - their cultural practices and those existing in Australia at the time</td>
<td>• historical narratives that retell past events, for example from a particular personal or cultural perspective e.g. the story of Confucius in ancient Chinese history</td>
<td></td>
</tr>
<tr>
<td>• questions and answers e.g. interview grandparents about where they were born and raised</td>
<td>• descriptions of historical people and places e.g. the Ngarrindjeri sites in the area</td>
<td>• descriptions of a historical figure or place e.g. significance of the old gum tree, Glenelg</td>
<td>• detailed descriptions of particular places from the past demonstrating use of source material e.g. the Goodwood Orphanage</td>
<td>• detailed descriptions, for example of particular (events, people and) places form the past demonstrating use of evidence from primary and secondary sources, using appropriate referencing e.g. the Boxer rebellion in China</td>
<td>• detailed descriptions, for example the role of the Mongols in forging connections between Europe and Asia.</td>
</tr>
<tr>
<td>• explanations of cause and effect of change in society e.g. Aboriginal life before and after colonisation</td>
<td>• explanations that, for example, present the causes of an event e.g. the role of the Mongols in forging connections between Europe and Asia</td>
<td>• explanations that, for example, consider past events from a particular personal or cultural perspective e.g. the role of the industrial revolution on the transatlantic slave trade</td>
<td>• persuasive texts, for example presenting a particular point of view in relation to an historical event or figure e.g. Discuss the role of Australian suffragettes in changing Australian democracy</td>
<td>• discussion texts with supporting evidence e.g. Discuss the impact on the Western world of inventions and developments in the Islamic world</td>
<td>• discussion texts, that for example, present historical arguments with supporting evidence, e.g. Post World War 2 migration fundamentally changed Australian society. Discuss.</td>
</tr>
</tbody>
</table>

Consultative draft Numeracy and Literacy Unit April 2014

*See the p.1 Introduction for an explanation of the shading on this map*
## Australian Curriculum History: Development of concepts for developing historical understanding

<table>
<thead>
<tr>
<th>Time continuity and change</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cause and effect</td>
<td>Cause and effect</td>
<td>Cause and effect</td>
</tr>
<tr>
<td>Significance</td>
<td>Significance</td>
<td>Significance</td>
</tr>
<tr>
<td>Perspectives and empathy</td>
<td>Perspectives and empathy</td>
<td>Evidence and contestability</td>
</tr>
</tbody>
</table>

## SACE History Performance standards

### SENIOR SECONDARY: SACE HISTORY

<table>
<thead>
<tr>
<th>SACE Stage 1 History Assessment Types</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Folio</strong></td>
<td><strong>Folio (50%)</strong></td>
</tr>
<tr>
<td>eg. historical reports, research assignments, debates, scripted role plays, hyperlinked databases and maps, interviews, excursion reports, oral presentations, web pages, essays, multimodal presentations.</td>
<td>eg. historical reports, research assignments, debates, scripted role plays, hyperlinked databases and maps, interviews, excursion reports, oral presentations, web pages, essays, multimodal presentations.</td>
</tr>
<tr>
<td><strong>Source analysis</strong></td>
<td><strong>Essay (20%)</strong></td>
</tr>
<tr>
<td>use, interpret, evaluate, and reflect on a selection of different historical sources; to demonstrate historical interpretation skills in relation to historical context, authenticity, bias, reliability, audience, limitations, and usefulness</td>
<td>an informed, sequenced, reasoned, and persuasive historical argument in response to the hypothesis and/or focusing question(s).</td>
</tr>
<tr>
<td><strong>Investigation (in depth historical inquiry)</strong></td>
<td><strong>Examination (30%)</strong></td>
</tr>
<tr>
<td>inquire into, interpret, and research a historical topic in depth</td>
<td>2 essays and 1 source analysis</td>
</tr>
</tbody>
</table>

- knowledge and understanding
- inquiry and analysis
- reflection and evaluation
- communication
<table>
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<tr>
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<td>Typically by the end of Yr 6</td>
<td>Typically by the end of Yr 8</td>
<td>Typically by the end of Year 10</td>
</tr>
<tr>
<td>People live in places</td>
<td>Yr 1: Places have distinctive features Yr 2: People are connected to many places</td>
<td>Yr 3: Places are both similar and different Yr 4: The earth’s environment sustains all life</td>
<td>Yr 5: Factors that shape the human and environmental characteristics of places Yr 6: A diverse and connected world</td>
<td>Yr 7: Water in the World; Place and liveability Yr 8: Landforms and landscapes; Changing nations</td>
<td>Yr 9: Biomes and food security; Geographies of interconnections Yr 10: Environmental change and management; Geographies of human wellbeing</td>
</tr>
</tbody>
</table>

- **Description**
  - e.g. features of a special place
  - e.g. the connections of local indigenous people to land, sea, animals of their place
  - e.g. different ways of managing waste sustainably
  - e.g. differences in population size, density, life expectancy, per capita income of countries

- **Explanation**
  - e.g. explain the differences between climate and weather
  - e.g. explain why sustainability is important
  - e.g. explain reasons for and effects of internal migration in China

- **Data representation**
  - e.g. tables and graphs to show types of vegetation in Australia and selected countries of Africa or South America
  - e.g. flow map to show connections Australia has with selected Asian countries
  - e.g. use ABS census data to map Australia’s demographic features using spatial technologies software

- **Persuasive**
  - e.g. Discuss arguments for and against a more balanced distribution of the urban population
  - e.g. NGOs play a key role in improving human and environmental wellbeing internationally. Discuss

- **Oral Reflection**
  - e.g. reflect on learning to suggest ways to look after a place
  - e.g. reflect on learning to suggest significance of connections with places

- **Proposal for action**
  - e.g. to promote awareness on reducing impact on environment

- **Proposal for action**
  - e.g. included in inquiry above

- **Report**
  - e.g. how people’s connections with places are affected by transport and ICTs

- **Inquiry Report**
  - e.g. how Aboriginal/ATSI people adapted to the resources of their country – desert, coastal, alpine, riverine, local

- **Inquiry Report**
  - e.g. the impact of bushfire on communities and environments and how people can respond

- **Inquiry Report**
  - e.g. field report – comparison of 2 local government storm water catchment projects and proposal for extension

- **Evaluation and Proposal**
  - e.g. included in inquiry above

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**Geographical Inquiry Report**: becomes an increasingly complex macro-genre as students progress through school (e.g. inquiry question, representation of data, explanation and evaluation of data, analysis and discussion of findings, proposal for action)
## SENIOR SECONDARY: SACE GEOGRAPHY ASSESSMENT

<table>
<thead>
<tr>
<th>SACE Stage 1 Geography Assessment Types</th>
<th>SACE Stage 2 Geography Assessment Types</th>
</tr>
</thead>
</table>
| **Assessment Type 1: Skills and Applications Tasks**  
Students demonstrate understanding of geographical concepts using a range of skills related to fieldwork, the evaluation of primary and secondary sources, and/or the reporting of information. | **Assessment Type 1: Fieldwork (25%)**  
Students undertake one report on their individual fieldwork relating to one of the option topics. The selected option topic must differ from that used for the inquiry (see below). Each student is responsible for independently planning, organising, and carrying out fieldwork and completing a report. |
| **Assessment Type 2: Inquiry**  
Students undertake a spatial inquiry that uses GIS principles and skills to capture, manage, manipulate, and analyse data and create a map-based data display. | **Assessment Type 2: Inquiry (20%)**  
Students initiate and carry out one inquiry into a particular issue addressed in an option topic. The selected option topic must differ from that used for the fieldwork report (see above). The inquiry must involve the study of an issue that has local, national, and global relevance. |
| **Assessment Type 3: Fieldwork**  
Students undertake fieldwork in which they apply the skills of geographical interpretation. Students make observations and record data in the field, and identify, select, and critically analyse the field data. | **Assessment Type 3: Folio (25%)**  
Students undertake a planned program of four to six group and individual assessments for the folio. |
| **Assessment Type 4: Investigation**  
Students investigate a contemporary geographical issue. Students investigate an issue in its geographical context by collecting, analysing, and commenting on primary and secondary data and information. | **Assessment Type 4: Examination (30%)**  
Skills assessed are those associated with the use and interpretation of geographical data and information, including maps, as described in the ‘Content’ section. The examination consists of short-answer and extended-answer questions on knowledge, skills, and analysis of data. |
### AUSTRALIAN CURRICULUM CIVICS AND CITIZENSHIP GENRES

*Developed from the Civics and Citizenship content descriptions, achievement standards, scope and sequence*

<table>
<thead>
<tr>
<th>Year 3 and Year 4</th>
<th>Year 5 and Year 6</th>
<th>Year 7 and Year 8</th>
<th>Year 9 and Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example questions:</strong></td>
<td><strong>Example questions:</strong></td>
<td><strong>Example questions:</strong></td>
<td><strong>Example questions:</strong></td>
</tr>
</tbody>
</table>
| • How are decisions made democratically?  
• Why do we make rules? | • How can local government contribute to community life?  
• What is the difference between rules and laws? | • What is democracy in Australia/ why is voting important?  
• How do laws affect the lives of citizens? | • How is Australia’s democratic system of gov’t shaped by the constitution?  
• How is Australia a diverse society and what factors contribute to a cohesive society? |
| • What are the roles and responsibilities of the different levels of government? | • What does it mean to be an Australian citizen? | • What are the freedoms and responsibilities of citizens in our democracy?  
• How are laws made and applied in Australia? | • How does our court system work in support of a democratic /just society?  
• How do citizens participate in an interconnected world? |
| • What is the purpose of local government (oral presentation using visual support such as charts, maps) | • What are the different beliefs, traditions and symbols used by groups | • Explain how international conventions have shaped Australian government policies with regard to Aboriginal and Torres Strait Islander Peoples | • How is Australia’s democracy defined and shaped by the global context?  
• What are the features of a resilient democracy? |
| **Description**  
*eg. describe the different beliefs, traditions and symbols used by groups* | **Description**  
*eg. describe the roles and responsibilities of the three levels of government* | | |
| **Explanation**  
*eg. explain the purpose of local government (oral presentation using visual support such as charts, maps)* | **Explanation**  
*eg. explain the importance of the Westminster system and the Magna Carta in influencing Australia’s parliamentary government* | **Explanation**  
*eg. explain the factors influencing the change in trends regarding religious observance in Australian society based on ABS and other data sources* | **Explanation**  
*eg. explain how international conventions have shaped Australian government policies with regard to Aboriginal and Torres Strait Islander Peoples* |
| **Argument**  
*eg. present ideas and opinions on the consequences for breaking school rules (using civics and citizenship terminology)* | **Argument**  
*eg. present a position on the responsibilities associated with Australian citizenship* | **Argument**  
*eg. argue the case for a constitutional change(using digital technologies)* | **Argument**  
*eg. argue how Australia should continue to sustain a resilient democracy* |

The following genres should be situated and explicitly taught in the context of the Civics and Citizenship skills/research process outlined in the curriculum (see example questions above):

- develop/pose questions
- gather information and data (in the middle years this may include conducting surveys and opinion polls)
- synthesise/criticallyanalyse/interpretinformation
- develop point of view after examining all perspectives
- undertake (informed) collaborative problem solving
- present position (using subject-specific language)
- develop plan of action

Consultative draft Numeracy and Literacy Unit April 2014
## AUSTRALIAN CURRICULUM ECONOMICS AND BUSINESS GENRES

*Developed from Economics and Business content descriptions, achievement standards, scope and sequence*

### Examples of Year Level Framework Questions:

<table>
<thead>
<tr>
<th>Year 5 and Year 6</th>
<th>Year 7 and Year 8</th>
<th>Year 9 and Year 10</th>
</tr>
</thead>
</table>
| "Why do I have to make choices as a consumer?"  
"What influences the decisions I make?"  
"What can I do to make informed decisions?" | "Why is there a relationship between consumers and producers in the market?"  
"What types of work exist and what are the different ways they provide goods and services?" | "How do participants in the global market interact?"  
"How does creating a competitive advantage benefit business?" |
| "What are the possible effects of my consumer and financial choices?"  
"Why do businesses exist and what are the different ways they provide goods and services?" | "What are markets needed and why are governments involved?"  
"Why do consumers and businesses have both rights and responsibilities?" | "How is the performance of an economy measured?"  
"How do governments, businesses and individuals respond to changing economic conditions?" |

**The exemplified genres should be situated and explicitly taught in the context of the Economics and Business skills/research process outlined in the curriculum**

- develop/pose questions
- gather relevant information/data
- sort, interpret and analyse information/data
- present findings and reflect on impact of decisions
- apply knowledge and skills

### Visual representation of data/information

- eg. tables and graphs

### Presentation of findings

- eg. explanation: explain the effect on the local supermarket if groceries are purchased elsewhere  
(using the language of business/economics and a range of modes of communication)

### Reasoned arguments and evidence-based conclusions

- eg. investigation report which concludes with a position based on evidence - Explain why standards of living differ within an economy and argue strategies for the amelioration of these differences.  
(using the language of business/economics and a range of modes of communication)

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**AUSTRALIAN CURRICULUM: THE ARTS GENRES**

*Developed from The Arts content descriptions, achievement standards, scope and sequence and the Literacy capability*

Due to the number of subjects in this learning area, only the key learning area specific genres are identified (see top section). However, it is recognised that each art form has its own practices and therefore Media Arts has been extended as an example.

<table>
<thead>
<tr>
<th>Foundation - Yr 2</th>
<th>Years 3 and 4</th>
<th>Years 5 and 6</th>
<th>Years 7 and 8</th>
<th>Years 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance, Drama, Media Arts, Music, Visual Arts</td>
<td>Dance, Drama, Media Arts, Music, Visual Arts</td>
<td>Dance, Drama, Media Arts, Music, Visual Arts</td>
<td>Dance, Drama, Media Arts, Music, Visual Arts</td>
<td>Dance, Drama, Media Arts, Music, Visual Arts</td>
</tr>
<tr>
<td><strong>Performance/Creation</strong></td>
<td><strong>Performance/Creation</strong></td>
<td><strong>Performance/Creation</strong></td>
<td><strong>Performance/Creation</strong></td>
<td><strong>Performance/Creation</strong></td>
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<tr>
<td>Response</td>
<td>Response</td>
<td>Response</td>
<td>Response</td>
<td>Response</td>
</tr>
<tr>
<td>Analysis/Evaluation</td>
<td>Analysis/Evaluation</td>
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</tbody>
</table>

**Media Arts**

(a more detailed example of one of the Arts subjects)

<table>
<thead>
<tr>
<th>Creation/ media artworks</th>
<th>Creation/ media artworks</th>
<th>Creation/ media artworks</th>
<th>Creation/ media artworks</th>
<th>Creation/ media artworks</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg. comic books, an advertisement</td>
<td>eg. radio advertisement, photographic documentation</td>
<td>eg. animation sequence</td>
<td>plan, design, produce, distribute eg. music video</td>
<td>plan, design, produce, distribute eg. magazine</td>
</tr>
<tr>
<td>Description/Response</td>
<td>Description/Response</td>
<td>Description/Response</td>
<td>Response</td>
<td>Response</td>
</tr>
<tr>
<td>eg. what story is this media artwork telling?</td>
<td>eg. different representations in media artworks</td>
<td>eg. protocols for the use of borrowed material in creating media artworks/how soundtracks can change meaning</td>
<td>eg. review a media artwork</td>
<td>eg. review a media artwork</td>
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<tr>
<td>Analysis/Evaluation</td>
<td>Analysis/Evaluation</td>
<td>Analysis/Evaluation</td>
<td>Analysis/Evaluation</td>
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<tr>
<td>eg. what do popular media images tell us about a culture?</td>
<td>eg. deconstruct differences between public and private sector television programming</td>
<td>eg. deconstruct racial representation in a film</td>
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</tbody>
</table>
## Australian Curriculum Design and Technologies Genres

*Developed from Design and Technologies content descriptions, achievement standards, scope and sequence*

**NB: This map does not include Digital Technologies**

<table>
<thead>
<tr>
<th></th>
<th>Foundation- Yr 2</th>
<th>Year 3 and 4</th>
<th>Year 5 and 6</th>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigating</strong></td>
<td>Investigating and critiquing design needs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Generating</strong></td>
<td>Drawings with labels</td>
<td>Graphical representation of design ideas e.g. thumbnail drawings, labelled drawings, models</td>
<td>Graphical representation of design ideas e.g. labelled diagrams, storyboards, annotated sequenced sketches, 3D models e.g. to show how to control light in a passive solar house</td>
<td>Graphical representation of design ideas e.g. 3D modelling, annotated concept sketches, prototypes</td>
<td>Design Brief Communicate design ideas following critical investigation of needs/opportunities e.g. food preservation; recirculation technologies in aquaculture</td>
</tr>
<tr>
<td><strong>Producing</strong></td>
<td>Making designed solution</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td>Record a judgement against success criteria</td>
<td>Evaluation of design ideas, processes and solutions against negotiated success criteria</td>
<td>Evaluation of design ideas, processes, solutions, sustainability against criteria for success</td>
<td>Evaluation of design ideas, processes, solutions, sustainability against criteria for success</td>
<td>Evaluation of design ideas, process, solutions and sustainability against comprehensive criteria</td>
</tr>
<tr>
<td><strong>Collaborating and managing</strong></td>
<td>Record process sequence/steps in production</td>
<td>Record process sequence/steps in production e.g. class blog, timeline</td>
<td>Project Plan to manage/coordinate production processes</td>
<td>Project Plan to manage/coordinate production processes</td>
<td>Project Plan using digital technologies to plan and manage/coordinate production</td>
</tr>
</tbody>
</table>

Consultative draft DECD Numeracy and Literacy Unit April 2014
# AUSTRALIAN CURRICULUM HEALTH AND PHYSICAL EDUCATION GENRES

*Developed from Health and Physical Education content descriptions, achievement standards, scope and sequence*

<table>
<thead>
<tr>
<th>Personal, social and community health</th>
<th>Foundation- Yr 2</th>
<th>Year 3 and 4</th>
<th>Year 5 and 6</th>
<th>Year 7 and 8</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual representation and labelling</td>
<td>Visual representation and labelling</td>
<td>Design/Plan</td>
<td>Design/Plan</td>
<td>Design/Plan</td>
<td>Design/Plan</td>
</tr>
<tr>
<td>e.g. health advertisement; growth charts; labelling body parts, food groups;</td>
<td>e.g mapping safe places in the local community; safe storage of medicines</td>
<td>e.g ways to share information about local services young people can access for help such as a blog or advertisement</td>
<td>e.g health promotion resources; healthy eating guide for the school canteen</td>
<td>e.g strategies to enhance community health, safety and wellbeing</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
<td>Investigation/ Evaluation</td>
<td>Investigation/ Evaluation</td>
<td>Investigation/ Evaluation</td>
<td></td>
</tr>
<tr>
<td>e.g changes in physical appearance over time; similarities and differences in people/cultural practices</td>
<td>including some summative or evaluative aspects e.g personal eating patterns; health information; forms of bullying; games</td>
<td>eg initiatives community sporting groups use to counter discrimination</td>
<td>of health promotions</td>
<td>of health interventions</td>
<td></td>
</tr>
<tr>
<td>Movement and physical activity</td>
<td>Movement/physical activity</td>
<td>Movement/physical activity</td>
<td>Movement/physical activity</td>
<td>Movement/physical activity</td>
<td>Movement/physical activity</td>
</tr>
<tr>
<td>e.g physical activity and screen usage time for children, with recommendations</td>
<td>e.g investigate/ design fitness circuit; heritage of games</td>
<td>e.g impact of migration on sport, recreation, physical activity in Australia</td>
<td>e.g analyse the significant contributions made by Aboriginal and Torres Strait islander people to sport in Australia</td>
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<tr>
<td>Personal Fitness Plans</td>
<td>Personal Fitness Plans</td>
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</tbody>
</table>
Literacy in the Australian Curriculum uses a social view of language that considers how language works to construct meaning in different social and cultural contexts. This means that as students engage with subject-specific content, they must learn to access and use language and visual elements in ways that are valued in each learning area.

As subject-based learning proceeds, particularly in the middle and later school years, the texts that students need to understand and produce take on increasingly formal and academic features employing technical, abstract and specialised ‘written-like’ language forms, in order to communicate complexities of meaning.

Australian Curriculum: Literacy Capability Summary: A Genre Maps Companion Document

This document is a summary of the language and visual knowledge identified in the Australian Curriculum Literacy Capability Learning Continuum. As a companion document to the Genre Maps, it is intended to support teachers in identifying the literacy demands of texts/genres being used as assessment for, as and of learning. Once identified, teachers can address these demands in the design of their teaching and learning plans.

For both comprehending and composing, the Australian Curriculum Literacy Capability includes a learning continuum organised according to the 4 aspects of text knowledge, grammar knowledge, word knowledge and visual knowledge. This learning continuum is summarised on the following pages. The categories of reading assessment used by PAT-R has also been included (see over) so that connections between AC Comprehending texts and PAT-R can be made to better inform teaching/learning.
### A common language to talk about comprehending and composing

<table>
<thead>
<tr>
<th>Comprehending Texts</th>
<th>Language to talk about this</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehend texts</strong></td>
<td>Use informal and conventional behaviours and/or concrete and abstract symbols</td>
</tr>
</tbody>
</table>
| **Navigate, read and view learning area texts** | e.g.  
- applying knowledge of layout, context, vocabulary, grammar and visuals (including home pages and sub-pages)  
- navigating, reading and viewing a wide range of more demanding subject specific texts with extensive graphic representations |
| **Listen and respond to learning areas texts** | e.g.  
- listen to spoken instructions, spoken and audio texts  
- responding to, interpreting and evaluating ideas, information and opinions (such as making inferences from information presented in a spoken text) |
| **Interpret and analyse learning area texts** | e.g.  
- linking text and graphics  
- finding a main idea  
- linking and summarising from different sources  
- checking credibility of sources  
- identifying embedded perspectives  
- evaluating supporting evidence |

<table>
<thead>
<tr>
<th>Using the language of PAT-R to talk about comprehending (in addition to the Literacy Capability)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Retrieving directly stated information</strong> (Literal)</td>
</tr>
<tr>
<td><strong>Reflecting on texts</strong> (Using Background/Prior Knowledge)</td>
</tr>
<tr>
<td><strong>Interpreting explicit information</strong> (Linking meaning across text)</td>
</tr>
<tr>
<td><strong>Interpreting by making inferences</strong> (Inferring)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Composing Texts</th>
<th>Language to talk about this</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compose texts</strong></td>
<td>Use informal and conventional behaviours and/or symbols in different contexts</td>
</tr>
</tbody>
</table>
| **Compose spoken, written, visual and multimodal learning area texts** | Compose and edit a range of learning area texts e.g.  
- using known and researched information  
- incorporating familiar, extended and complex language features for different purposes  
- incorporating a range of graphics |
| **Use language to interact with others** | Participate in pair, group and class discussions; debates to explore ideas and solutions; evaluate information and refine opinions/arguments in preparation for creating texts e.g.  
- discussing data gathered in an investigation  
- comparing solutions to a problem  
- participating in a formal debate |
| **Deliver presentations** | Plan, research, rehearse and deliver presentations combining visual and multimodal elements e.g.  
- explaining results of a group task  
- providing evidence-based arguments to justify a position |
A common language for text, grammar, word and visual knowledge

<table>
<thead>
<tr>
<th>Text knowledge</th>
<th>Language to talk about this</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use knowledge of text (genre) structure</strong></td>
<td>Text purpose, text type (genre) and structure (e.g. see Maths, Science and History genre examples p 24 and 25 of Literacy Capability)</td>
</tr>
</tbody>
</table>
| **Use knowledge of text cohesion** | Text level organisation: opening paragraph which foregrounds topic and overall text structure, topic sentence foregrounding what paragraph is about, sentence beginning foregrounding topic  
- Text connectives: linking sentences and sections of text eg Firstly, In conclusion, Therefore, At the same time, In particular, In addition, On the other hand  
- Reference: through pronouns: eg he, she, they, it, their, this, the  
- Repetition, synonyms, antonyms, word patterns (part/whole eg digestive system, oesophagus, stomach, duodenum etc), class/sub-class eg vertebrates, mammals, fish, amphibians etc, word chains/word association tracing the main participants in a text, ellipsis (leaving words out). |

<table>
<thead>
<tr>
<th>Grammar knowledge</th>
<th>Language to talk about this</th>
</tr>
</thead>
</table>
| **Use knowledge of sentence structures** | - Simple sentence: single, independent clause (one verb)  
- Compound sentence: 2 independent clauses linked by a conjunction – and, so, but, or etc  
- Complex sentence: Independent and dependent clause bound by a conjunction (which is ‘bound to the dependent clause) - after, by, because, unless, although etc  
- Relative clauses – that I knew from childhood, who I got to know well; whose discoveries were recognised; which was then labelled  
- Non-finite clauses: eg ‘to’ clauses (to see the show…), - ing clauses (sitting at my old desk, …) – ‘ed’ clauses (tired by the demanding work, …) |
| **Use knowledge of words and word groups** | - Noun groups (eg those three old Persian cats that climbed the tree; the digitally enhanced photograph in the exhibition)  
- Adverbs, adverbials telling about time, place, manner, cause etc (eg in the morning, under the tree, due to the rain)  
- Verbs: verb types: doing, being, having, thinking, saying; polarity (is/isn’t etc), aspect (almost finished, starting to understand); active/passive voice  
- Nominalisation: forming nouns, usually from verbs (eg react to reaction, produce to production) but also adjectives (eg broad to breadth), conjunctions (eg because to result/consequence) or conjunctions (eg may to possibility) and names of technical or complex processes (photosynthesis, reconciliation, the feminist movement etc) |
| **Express opinion and point of view** | - Evaluative language (positive and negative): expressing feelings (I was shattered), evaluating worth (the outstanding restaurant), making judgements (his compassionate nature, the feeble excuse)  
- Modality : expressing certainty (will, might, could, possibly, probably, possibility, chance), expressing usuality (always, sometimes, never, rarely, frequent, usual) and expressing obligation (must, have to, should, necessary, compulsory, obligation, expectation) |

<table>
<thead>
<tr>
<th>Word knowledge</th>
<th>Language to talk about this</th>
</tr>
</thead>
</table>
| **Understand learning area vocabulary** | - Everyday/commonsense language  
- subject specific language for specificity, authority and abstraction of texts |
| **Use spelling knowledge** | - visual (e.g. eight)  
- phonetic (e.g. b-a-t)  
- morphemic (e.g. – tion; – ly)  
- etymological (e.g. geo-; auto-) |

<table>
<thead>
<tr>
<th>Visual knowledge</th>
<th>Language to talk about this</th>
</tr>
</thead>
</table>
| **Understand how visual elements create meaning** | - Visual texts eg. diagrams, maps, tables, graphs, images  
- Layout and design – effects of choices  
- Visual texts draw on and allude to other texts to enhance meaning |