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 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 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 categorises 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 to Nanette.smibert@sa.gov.au

CONTENTS

Australian Curriculum:

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

Level 1e Typically by the end of Foundation Year	Level 2 Typically by the end of Yr 2	Level 3 Typically by the end of Yr 4	Level 4 Typically by the end of Yr 6	Level 5 Typically by the end of Yr 8	Level 6 Typically by the end of Year 10
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** *eg. how to make mathematical shapes or complete a process*	**Procedures** *eg. how to make mathematical shapes or complete a process*	**Procedures** *how to complete a mathematical task or 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* **Calendars** *e.g. use to locate personally or culturally specific days*	**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*
Yes/no questions *to collect information*	**Questions** *to collect data*	**Surveys - 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** *with and without digital technologies* *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*

SENIOR SECONDARY: SACE MATHEMATICS

SACE Stage 1 Mathematics/Mathematical Applications/Mathematics Pathways Assessment Types	SACE Stage 2 Mathematical Studies/Mathematical Methods/ Mathematical Applications/Mathematical Pathways Assessment Types
Assessment Type 1: Skills and Applications Tasks • *solutions to mathematical questions/problems* • *in written form or in the form of numerical data, diagrams, tables, or graphs*	**Assessment Type 1: Skills and Applications Tasks**

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

	Assessment Type 3: Examination **(Mathematical Pathways has no examination - instead the subject requires an externally marked Investigation)**

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

Level 1e Typically by the end of Foundation Year	**Level 2** Typically by the end of Yr 2	**Level 3** Typically by the end of Yr 4	**Level 4** Typically by the end of Yr 6	**Level 5** Typically by the end of Yr 8	**Level 6** Typically by the end of Year 10
Topic example: *The weather*	**Topic example:** *Materials*	**Topic example:** *Living things*	**Topic example:** *Changes to materials*	**Topic example:** *Energy*	**Topic example:** *DNA and genes*
Questions and answers e.g. *questions to guide observations of weather across a term*	**Procedures** *e.g. How to make paper*	**Procedures** *e.g. How to set up a worm farm*	**Procedures** *e.g. How to measure the effect of oxygen on steel.*	**Procedures** e.g. *How to set up a light globe experiment*	
Statements of observations *e.g. How the ants in our garden respond to different weather*	**Descriptions of observations** 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** *e.g. Feral predators in our area*	**Information reports** using multi-source research *e.g Recyclable materials*	**Information reports** using multi-source research e.g *Different types of kinetic energy*	**Information reports** using multi-source research e.g *How chromosomes came to be recognised as the carriers of genes*
Drawings to represent ideas *e.g. illustrations to accompany observation of ants*	**Annotated diagrams** *e.g. From tree to egg carton*	**Annotated diagrams** that illustrate relationships or processes *e.g. The lifecycle of a frog* **Investigative reports** *e.g. How plants provide shelter for animals*	**Investigative reports** e.g. *Effects of heating and cooling metals*	**Investigative reports** (individual and group investigations) e.g. *Which light globe uses least energy ?*	**Investigative reports** *(individual and group investigations)* *e.g. exploring family trees with inherited characteristics OR exploring patterns of phylogenetic trees including extinctions and causes for these that are related to natural selection*
	Sequential explanations *e.g. From tree to egg carton*	**Causal explanations** e.g. *How fire affects seed germination*	**Causal explanations** *e.g. How oxygen affects steel*	**Causal explanations** with supporting evidence e.g. *The effect of greenhouse gases on the earth's energy*	**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*

Australian Curriculum Science: Curriculum focus ***(biological science, chemical science, earth and space science, physical science)***		
F- Yr 2	**Yrs 3-6**	**Yrs 7-10**
Awareness of self and the local world	Recognising questions that can be investigated scientifically and investigating them	Explaining phenomena involving science at its applications

SENIOR SECONDARY: SACE SCIENCES (Biology, Chemistry, Physics, Geology)	
SACE Stage 1 **Assessment Types**	**SACE Stage 2** **Assessment Types**
Assessment Type 1: Investigations Folio Practical Investigations Issues Investigation Field Investigation (Geology)	**Assessment Type 1: Investigations Folio (40%)** Practical Investigations Issues Investigation Field Investigation (Geology)
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***)	**Assessment Type 2: Skills and Applications Tasks (30%)** 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***)
	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)

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

Level 1e **Typically by the end of Foundation Year**	**Level 2** **Typically by the end of Yr 2**	**Level 3** **Typically by the end of Yr 4**	**Level 4** **Typically by the end of Yr 6**	**Level 5** **Typically by the end of Yr 8**	**Level 6** **Typically by the end of Year 10**
Personal and family histories	**Yr 1:** ***Present and past family life*** **Yr 2:** ***The Past in the present – local history***	**Yr 3:** ***Community and remembrance*** **Yr 4:** ***First contacts***	**Yr 5:** ***The Australian colonies*** **Yr 6:** ***Australia as a nation***	**Yr 7:*The Ancient World*** **Yr 8:** ***The ancient to the modern world***	**Yr 9: The making of the modern world** **Yr 10: The modern world and Australia**
• **simple sequences** of familiar objects/ events e.g. *a visual timeline of key events/stages in my life so far*	• **historical retellings** of an event e.g. *when the bridge was built in our town*	• **historical recounts** of an event e.g. *the journeys of Christopher Columbus and contact with indigenous peoples*	• **historical recounts** of a series of events with some summative commentary e.g. *the story of Federation*	• **historical recounts** of a series of events with some summative commentary e.g. *the building of the pyramids at Giza*	• **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.*
narratives about the past e.g. *retell the story of a significant day for my family*	• **narratives** built around historical events/people e.g. *a significant person that changed our community*	• **historical narratives** told from a particular perspective e.g. *a diary of a convict on the First Fleet*	• **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*	• **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*	
• **questions and answers** *e.g. interview grandparents about where they were born and raised*	• **descriptions** of historical people and places e.g. *the Ngarrindjeri sites in the area*	• **descriptions** of a historical figure or place e.g. *significance of the old gum tree, Glenelg*	• **detailed descriptions** of particular places from the past demonstrating use of source material e.g. *the Goodwood Orphanage*	• **detailed descriptions**, for example of particular (events, people and) places form the past demonstrating use of evidence from sources e.g. *the water management system at Angkor*	• **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 • eg *the Boxer rebellion in China*
			• **explanation** of cause and effect of change in society e.g. *Aboriginal life before and after colonisation*	• **explanations** that, for example, present the causes of an event e.g. *the role of the Mongols in forging connections between Europe and Asia.*	• **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*
			• **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*	• **discussion texts** with supporting evidence e.g. *Discuss the impact on the Western world of inventions and developments in the Islamic world*	• **discussion texts**, that for example, present historical arguments with supporting evidence. e.g. *Post World War 2 migration fundamentally changed Australian society. Discuss.*

See the p.1 Introduction for an explanation of the shading on this map

Australian Curriculum History: Development of concepts for developing historical understanding		
F-Yr 2	**Yrs 3-6**	**Yrs 7-10**
Time continuity and change	Time continuity and change	Time continuity and change
Cause and effect	Cause and effect	Cause and effect
Significance	Significance	Significance
	Perspectives and empathy	Perspectives and empathy
		Evidence and contestability

SACE History Performance standards

SENIOR SECONDARY: SACE HISTORY	
SACE Stage 1 History Assessment Types	**SACE Stage 2 History Assessment Types**
Folio eg. *historical reports, research assignments, debates, scripted role plays, hyperlinked databases and maps, interviews, excursion reports, oral presentations, web pages, essays, multimodal presentations*.	**Folio (50%)** eg. *historical reports, research assignments, debates, scripted role plays, hyperlinked databases and maps, interviews, excursion reports, oral presentations, web pages, essays, multimodal presentations*.
Source analysis *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*	**Essay (20%)** *an informed, sequenced, reasoned, and persuasive historical argument in response to the hypothesis and/or focusing question(s).*
Investigation (in depth historical inquiry) *inquire into, interpret, and research a historical topic in depth*	**Examination (30%)** *2 essays and 1 source analysis*

- knowledge and understanding
- inquiry and analysis
- reflection and evaluation
- communication

AUSTRALIAN CURRICULUM GEOGRAPHY GENRES

Developed from Geography content descriptions, achievement standards, scope and sequence

Level 1e Typically by the end of Foundation Year	**Level 2** Typically by the end of Yr 2	**Level 3** Typically by the end of Yr 4	**Level 4** Typically by the end of Yr 6	**Level 5** Typically by the end of Yr 8	**Level 6** Typically by the end of Year 10
People live in places	**Yr 1: Places have distinctive features** **Yr 2: People are connected to many places**	**Yr 3: Places are both similar and different** **Yr 4: The earth's environment sustains all life**	**Yr 5: Factors that shape the human and environmental characteristics of places** **Yr 6: A diverse and connected world**	**Yr 7: Water in the World; Place and liveability** **Yr 8: Landforms and landscapes; Changing nations**	**Yr 9: Biomes and food security; Geographies of interconnections** **Yr 10: Environmental change and management; Geographies of human wellbeing**
• **Description** *e.g features of a special place*	• **Description** *e.g the connections of local indigenous people to land, sea, animals of their place*	• **Description** *e.g different ways of managing waste sustainably*	• **Description** *eg differences in population size, density, life expectancy, per capita income of countries*		
		• **Explanation** *e.g explain the differences between climate and weather*	• **Explanation** *e.g. explain why sustainability is important*	• **Explanation** *e.g. explain reasons for and effects of internal migration in China*	• **Explanation** *e.g **causal explanation**: the challenges to global food production*
Representation *e.g story-map to show location of features from class story*	• **Data representation** *e.g a table to show the connections which students in the class have to different places*	• **Data representation** *e.g. tables and graphs to show types of vegetation in Australia and selected countries of Africa or South America*	• **Data representation** *e.g. flow map to show connections Australia has with selected Asian countries*	• **Data representation** *e.g use ABS census data to map Australia's demographic features using spatial technologies software*	• **Data representation** *e.g use spatial technologies software to create a map showing relationship between biomes and world food production*
				• **Persuasive** *e.g. Discuss arguments for and against a more balanced distribution of the urban population*	• **Persuasive** *e.g. NGOs play a key role in improving human and environmental wellbeing internationally . Discuss*
		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)*			
	• **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*	• **Inquiry Report:** *e.g. The change and management of marine environments in Australia and Indonesia*
• **Oral Reflection** *e.g reflect on learning to suggest ways to look after a place*	• **Oral Reflection** *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*	• **Proposal for action** *e.g included in inquiry above*	**Evaluation and Proposal** *e.g. included in inquiry above*

SENIOR SECONDARY: SACE GEOGRAPHY ASSESSMENT	
SACE Stage 1 Geography Assessment Types	**SACE Stage 2 Geography Assessment Types**
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

Year 3 and Year 4	Year 5 and Year 6	Year 7 and Year 8	Year 9 and Year 10
Example questions:			
• 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? • What are the roles and responsibilities of the different levels of government? • What does it means to be an Australian citizen?	• 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 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? • How is Australia's democracy defined and shaped by the global context? • What are the features of a resilient democracy?
The following genres should be situated and explicitly taught in the context of the Civic 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/critically analyse/interpret information* • *develop point of view after examining all perspectives* • *undertake (informed) collaborative problem solving* • *present position (using subject-specific language)* • *develop plan of action*			
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*

AUSTRALIAN CURRICULUM ECONOMICS AND BUSINESS GENRES

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

<table>
<tr><th colspan="2">Year 5 and Year 6</th><th colspan="2">Year 7 and Year 8</th><th colspan="2">Year 9 and Year 10</th></tr>
<tr><td colspan="6">Examples of Year level Framework Questions:</td></tr>
<tr>
<td>• Why do I have to make choices as a consumer?
• What influences the decisions I make?
• What can I do to make informed decisions?</td>
<td>• 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?</td>
<td>• Why is there a relationship between consumers and producers in the market?
• What types of work exist and what other ways can people derive an income?</td>
<td>• What are markets needed and why are governments involved?
• Why do consumers and businesses have both rights and responsibilities?</td>
<td>• How do participants in the global market interact?
• How does creating a competitive advantage benefit business?</td>
<td>• How is the performance of an economy measured?
• How do governments, businesses and individuals respond to changing economic conditions?</td>
</tr>
<tr><td colspan="6">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</td></tr>
<tr><td colspan="2">Visual representation of data/information
eg. tables and graphs</td><td colspan="2">Visual representation of data/information
eg. tables showing the differences between types of businesses</td><td colspan="2">Visual representation of data/information
eg. timeline of events; graphs showing changes in data, spreadsheets</td></tr>
<tr><td colspan="2">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)</td><td colspan="2">Presentation of findings with evidence-based conclusions
eg. investigation report with proposed action – Explain how different businesses respond to opportunities in the market and propose a way to take advantage of a local opportunity.

(using the language of business/economics and a range of modes of communication)</td><td colspan="2">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)</td></tr>
</table>

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.

Foundation - Yr 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Dance, Drama, Media Arts, Music, Visual Arts				
Performance/Creation	***Performance/Creation***	***Performance/Creation***	***Performance/Creation***	***Performance/Creation***
Response	**Response**	**Response**	**Response**	**Response**
			Analysis/Evaluation	**Analysis/Evaluation**
Media Arts (*a more detailed example of one of the Arts subjects*)				
Creation/ media artworks *eg. comic books, an advertisement*	**Creation/ media artworks** *eg. radio advertisement, photographic documentation*	**Creation/ media artworks** *eg. animation sequence*	**Creation/ media artworks** plan, design, produce, distribute *eg. music video*	**Creation/ media artworks** plan, design, produce, distribute *eg. magazine*
Description/Response eg. what story is this media artwork telling?	**Description/Response** *eg. different representations in media artworks*	**Description/Response** *eg. protocols for the use of borrowed material in creating media artworks/how soundtracks can change meaning*	**Response** *eg. review a media artwork*	**Response** *eg. review a media artwork*
		Analysis/Evaluation *e.g what do popular media images tell us about a culture?*	**Analysis/Evaluation** *eg. deconstruct differences between public and private sector television programming*	**Analysis/Evaluation** *eg. deconstruct racial representation in a film*

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

	Foundation- Yr 2	Year 3 and 4	Year 5 and 6	Year 7 and 8	Year 9 and 10
Design and Technologies *Process and Production skills*	**Design and Technologies**	**Design and Technologies**	**Design and Technologies**	**Design and Technologies**	**Design and Technologies**
Investigating	*Investigating and critiquing design needs*				
Generating	**Drawings with labels** **Models of design ideas**	**Graphical representation of design ideas** *e.g. thumbnail drawings, labelled drawings, models*	**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*	**Graphical representation of design ideas** *e.g. 3D modelling, annotated concept sketches, prototypes*	**Design Brief** *Communicate design ideas following critical investigation of needs/opportunities e.g. food preservation; recirculation technologies in aquaculture*
Producing	*Making designed solution*				
Evaluating	**Record a judgement** *against success criteria*	**Evaluation** of *design ideas, processes and solutions against negotiated success criteria*	**Evaluation** *of design ideas, processes, solutions, sustainability against criteria for success*	**Evaluation** *of design ideas, processes, solutions, sustainability against criteria for success*	**Evaluation** *of design ideas, process, solutions and sustainability against comprehensive criteria*
Collaborating and managing	**Record process** *sequence/steps in production*	**Record process** *sequence/steps in production* e*.g. class blog, timeline*	**Project Plan** *to manage/coordinate production processes*	**Project Plan** *to manage/coordinate production processes*	**Project Plan** *using digital technologies to plan and manage/coordinate production*

AUSTRALIAN CURRICULUM HEALTH AND PHYSICAL EDUCATION GENRES

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

	Foundation- Yr 2	Year 3 and 4	Year 5 and 6	Year 7 and 8	Year 9 and 10
Personal, social and community health	**Visual representation and labelling** *eg. health advertisement; growth charts; labelling body parts, food groups;*	**Visual representation and labelling** *e.g mapping safe places in the local community; safe storage of medicines*	**Design/Plan** *e.g ways to share information about local services young people can access for help such as a blog or advertisement*	**Design/Plan** *e.g health promotion resources; healthy eating guide for the school canteen*	**Design/Plan** *e.g strategies to enhance community health, safety and wellbeing*
	Description *e.g changes in physical appearance over time; similarities and differences in people/cultural practices*	**Description** **including some summative or evaluative aspects** *e.g personal eating patterns; health information; forms of bullying; games*	**Investigation/ Evaluation** *eg. initiatives community sporting groups use to counter discrimination*	**Investigation/ Evaluation** of health promotions	**Investigation/ Evaluation** of health interventions
Movement and physical activity	***Movement/physical activity***	***Movement/physical activity***	***Movement/physical activity***	***Movement/physical activity***	***Movement/physical activity***
		Investigation Report *eg. physical activity and screen usage time for children, with recommendations*	**Investigation Report** *e.g investigate/ design fitness circuit; heritage of games*	**Investigation Report** *e.g impact of migration on sport, recreation, physical activity in Australia*	**Investigation Report** *e.g analyse the significant contributions made by Aboriginal and Torres Strait islander people to sport in Australia*
				Personal Fitness Plans	**Personal Fitness Plans**

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.

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 p.11)

Comprehending texts

- What types of texts (genres) will students need to select, navigate, read and view in this learning area?
- What strategies, topic knowledge and text knowledge can I provide to ensure students successfully comprehend these texts?

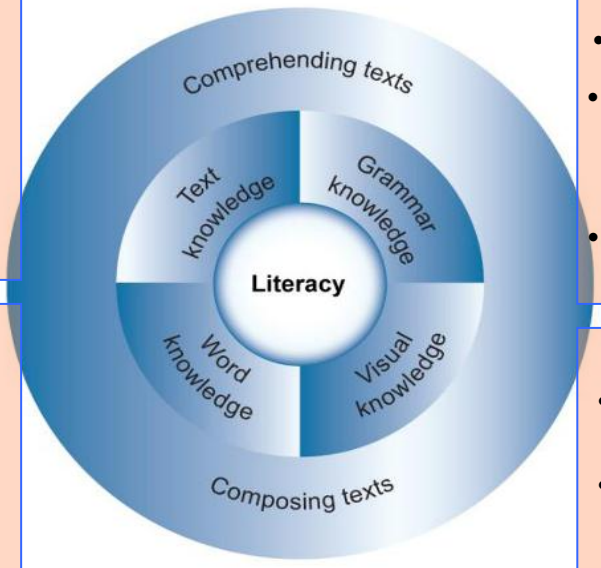
Text (genre) knowledge

- What text types) are typical of my learning area/s?
- Which texts will I use for students to show evidence of their learning?
- How will I teach the structure of these texts to students?
  - How each text is held together
  - How ideas are connected and sequenced .

Grammar knowledge

- What sentence structures should students be able to know and use?
- Can students recognise and use:
  - a range of conjunctions
  - noun groups and nominalisation

  to make their texts appropriately technical and academic?
- How will I address this learning in my Learning Design?



Word knowledge

- What subject specific vocabulary will students need to express abstract concepts and ideas accurately?
- How will I support students to understand and make appropriate vocabulary choices so their ideas are more expertly expressed?

Visual knowledge

- What visual elements in texts support students to create meaning in this learning area? (eg charts, diagrams, maps)
- What language and skills do I need to provide for students to interpret and use these visual elements to build their ideas?

Composing texts

- How will I support students in compose texts so that they are able to demonstrate their dynamic engagement with the ideas and the ways of communicating in this learning area?

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

Comprehending Texts	Language to talk about this
Comprehend texts	Use informal and conventional behaviours and/or concrete and abstract symbols
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
Using the language of PAT-R to talk about comprehending (in addition to the Literacy Capability)	
Retrieving directly stated information *(Literal)*	e.g. locating directly stated information; matching synonyms (refer text cohesion)
Reflecting on texts *(Using Background/Prior Knowledge)*	e.g. identifying a text type (genre), identifying the effect of a technique such as using questions in a persuasive text; reviewing the purpose of a diagram in a scientific text
Interpreting explicit information *(Linking meaning across text)*	e.g. retrieving information by linking a pronoun reference across adjacent sentences; linking ideas across paragraphs; inferring meaning of vocabulary from contextual clues; evaluating supporting evidence
Interpreting by making inferences *(Inferring)*	e.g. synthesising ideas, information, main points, arguments; analysing an implied attitude or underlying assumptions; identifying an implication of the way a character behaves, responds

Composing Texts	Language to talk about this
Compose texts	Use informal and conventional behaviours and/or symbols in different contexts
Composing 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

Text knowledge	Language to talk about this
Use knowledge of text (genre) structure	Text purpose, text type (genre) and structure *(e.g. see Maths, Science and History genre examples p 24 and 25 of Literacy Capability)*
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).
Grammar knowledge	**Language to talk about this**
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 <u>cats</u> that climbed the tree; the digitally enhanced <u>photograph</u> 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….)*
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)
Word knowledge	**Language to talk about this**
Understand learning area vocabulary	- Everyday/commonsense language ⟶ technical/abstract 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-)
Visual knowledge	**Language to talk about this**
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