LOTE
LANGUAGES OTHER THAN ENGLISH

Curriculum Framework

Progress Maps
Languages Other Than English

GOVERNMENT OF WESTERN AUSTRALIA
Curriculum Council

Curriculum Framework Progress Maps – Languages Other Than English
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Finally, the Curriculum Council acknowledges the extensive research, writing and consultation undertaken by members of the Council Secretariat during the period of development of the *Curriculum Framework Progress Maps*.

Foreword

'A focus on student learning lies at the heart of everything the Curriculum Council does'.

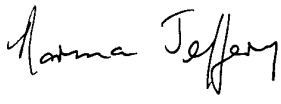
This principle is captured in the outcomes of the *Curriculum Framework* that are considered important for students to achieve as a result of their education from kindergarten to year 12. In recent years, the Curriculum Council has collaborated with school sector/systems to develop a set of common progress maps to describe progressive student achievement of these outcomes.

Existing progress maps for government (the *Student Outcome Statements* of the Department of Education and Training) and non-government schools (the draft *Progress Maps* of the Catholic Education Office) have been reviewed and revised on the basis of advice provided by the Australian Council for Educational Research, learning area working parties, teachers and curriculum officers. Working versions of the new progress maps were produced in 2003.

The *Curriculum Framework Progress Maps* are intended to be used by teachers and schools implementing the *Curriculum Framework*, particularly in monitoring and planning for student achievement. The Department of Education and Training has used the *Curriculum Framework Progress Maps* as the basis for producing their *Outcomes and Standards Framework*.

The *Progress Maps* provide a common language that can be used throughout Western Australia to describe progressive levels of student achievement and support improvements in student learning.

THERESE TEMBY
CHAIR



NORMA JEFFERY
CHIEF EXECUTIVE OFFICER

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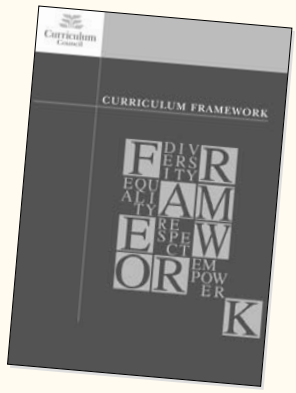
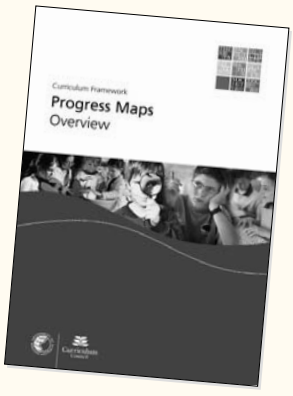
Curriculum Framework

The *Curriculum Framework Progress Maps* and the *Curriculum Guides* are intended to support implementation of the *Curriculum Framework*.

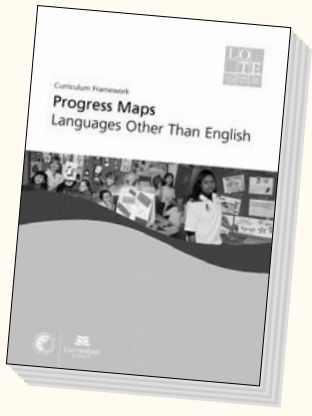


Curriculum Framework Progress Maps



Overview

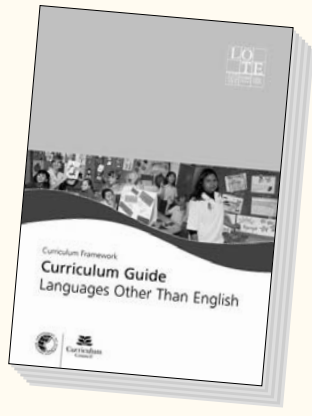
Contains level descriptions for outcomes in all learning areas of the *Curriculum Framework*.



Learning Area

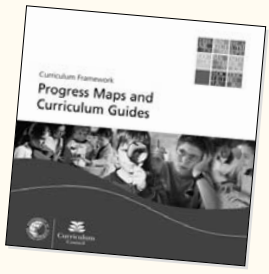
Each book contains the level descriptions and elaborations for outcomes for a particular learning area.

Curriculum Framework Curriculum Guides



Learning Area K-12

Each guide describes content for learning area outcomes in each phase of development.



CD-ROM

Contains further content sequences in each phase of development for particular outcomes in each learning area and Portable Document Format versions of the *Curriculum Framework Curriculum Guides K-12* and *Curriculum Framework Progress Maps*.

Introduction

Curriculum Framework Progress Maps

Relationship of the *Curriculum Framework* to the *Progress Maps*

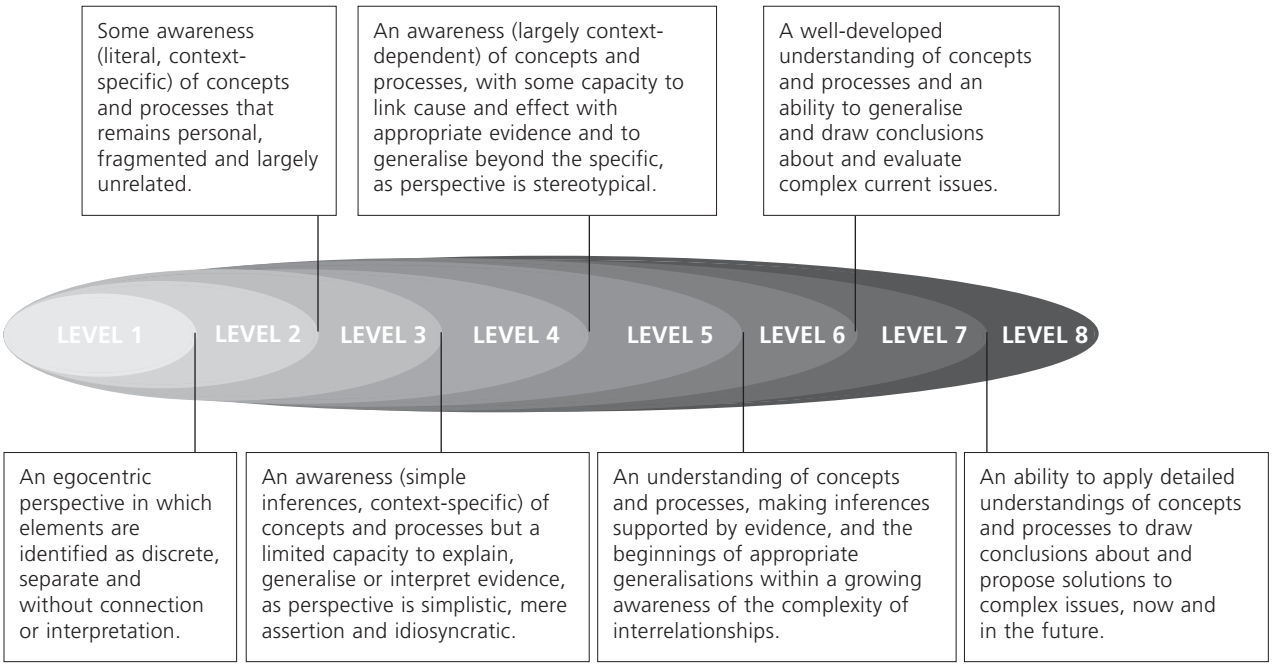
The *Curriculum Framework* identifies the outcomes that all students are expected to achieve as a result of the programs they undertake in Western Australian schools. Schools and teachers develop learning and teaching programs according to their particular circumstances and ethos and the needs of their students to ensure that they achieve these outcomes. Through ongoing assessment of their work, students' progress is monitored and plans are made for further improvement. The *Curriculum Framework Progress Maps* support this approach by describing the nature of achievement as students develop the outcomes described in the *Curriculum Framework*.

Nature of Progress

For each *Curriculum Framework* outcome, descriptions have been developed for students achieving at Foundation and then at eight levels of achievement (1 to 8). The Foundation descriptions are intended for students for whom achievement beyond this level may be a long-term goal. The descriptions at each level are based on a developmental continuum of how students demonstrate their knowledge, skills, understandings, values and attitudes in increasingly-challenging contexts.

For those *Curriculum Framework* outcomes that do not lend themselves to a developmental sequence: *Attitudes and Values* (Health and Physical Education); *Appreciating Mathematics* (Mathematics); *Communicating Scientifically, Science in Daily Life, Acting Responsibly* and *Science in Society (Science)*; and *Active Citizenship* (Society and Environment), monitoring advice is provided in the learning area *Progress Maps* books.

Progressive Achievement of an Outcome



Structure of the Languages Other Than English *Progress Maps*

Descriptions of Achievement

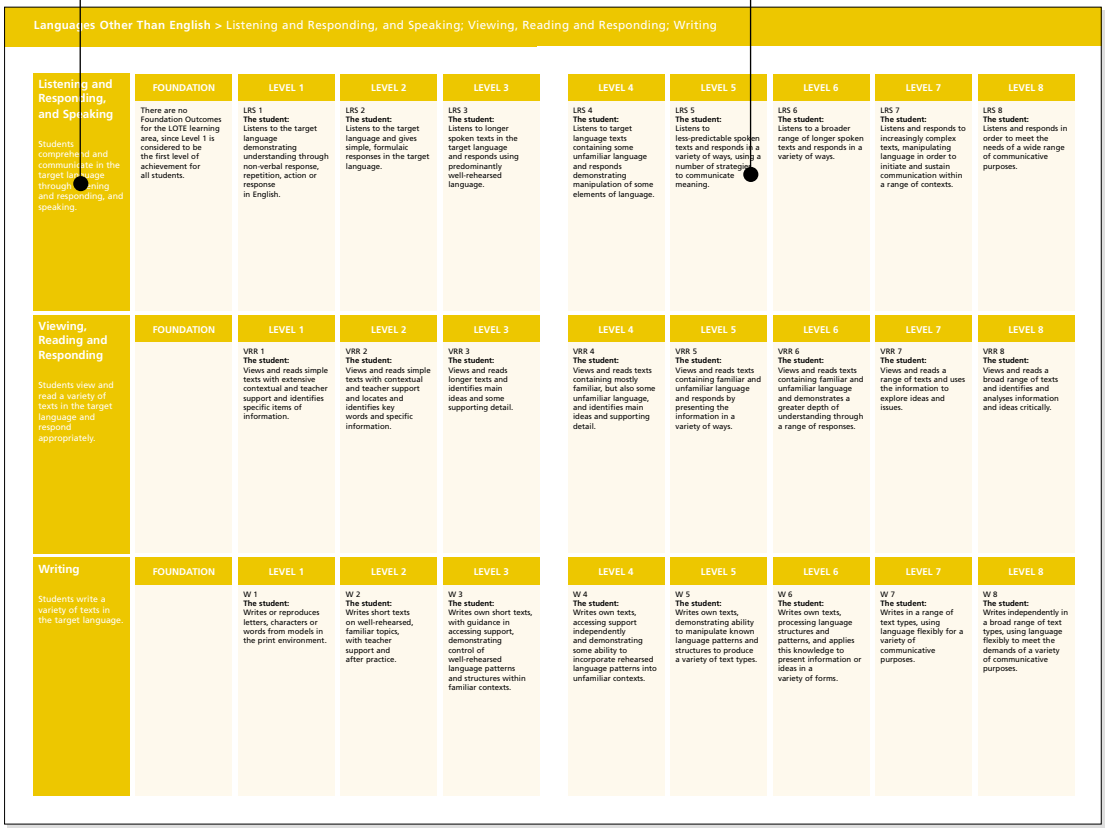
Each progress map describes student achievement of a *Curriculum Framework* outcome and of its aspects where appropriate. The level descriptions for Foundation and Levels 1 to 8 describe the sequence of student achievement for an outcome.

For outcomes, mainly in the English, Mathematics, Society and Environment and Technology and Enterprise learning areas, level descriptions for both the outcome and its aspects are provided. For some other outcomes, mainly in The Arts, Health and Physical Education, LOTE and Science learning areas, only outcome level descriptions are available.

In each learning area progress map book, the descriptions are presented on fold-out pages as shown below.

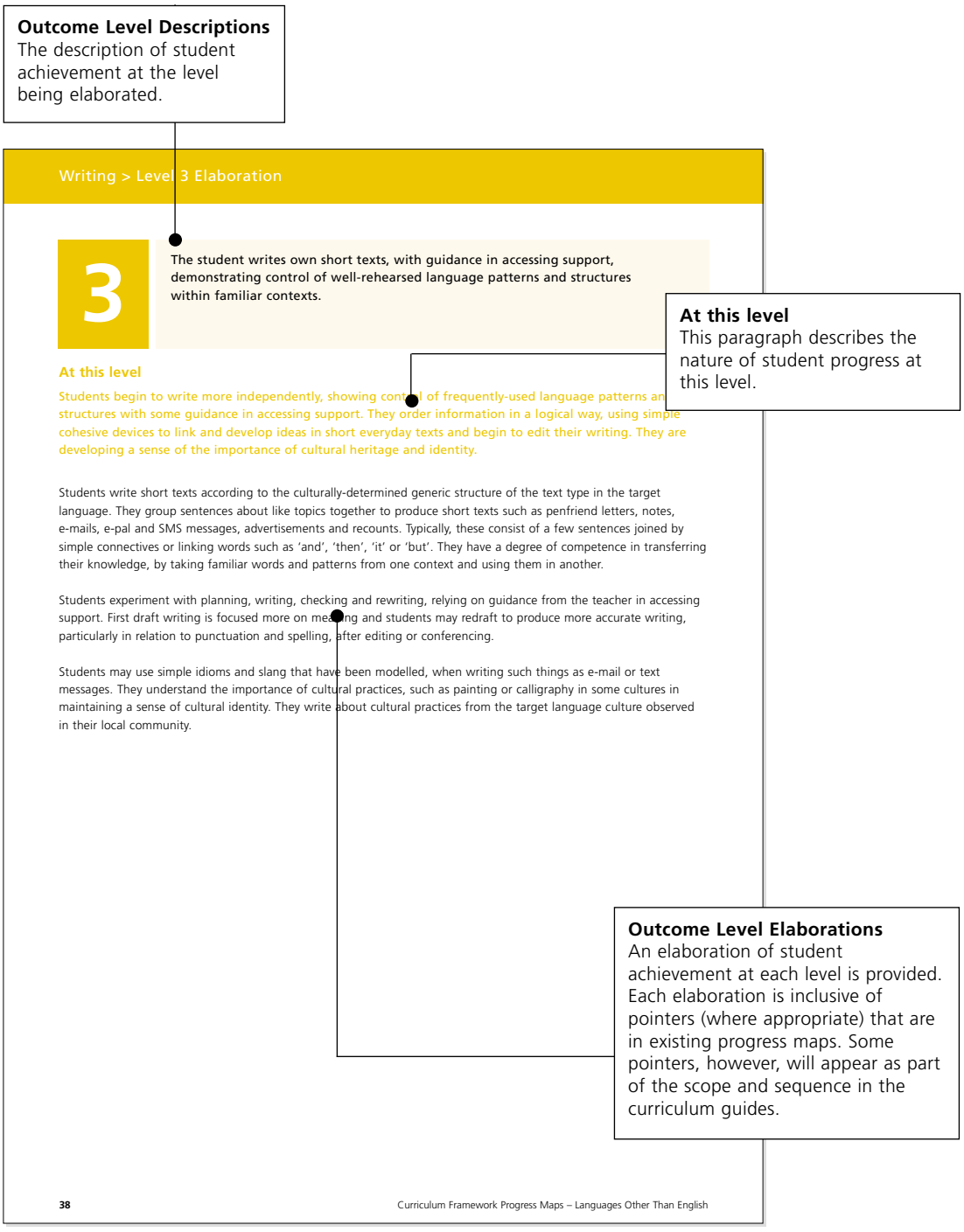
Outcome
The outcome from the *Curriculum Framework*.

Outcome Level Descriptions
For each level of achievement (Foundation, Levels 1 to 8) a description of student achievement at that level is provided.



Elaborations

Each description of student achievement (Foundation, Levels 1 to 8), is further elaborated and exemplified by means of a statement about the nature of progress students have made at that level, followed by several paragraphs that provide a holistic view of achievement at the level.

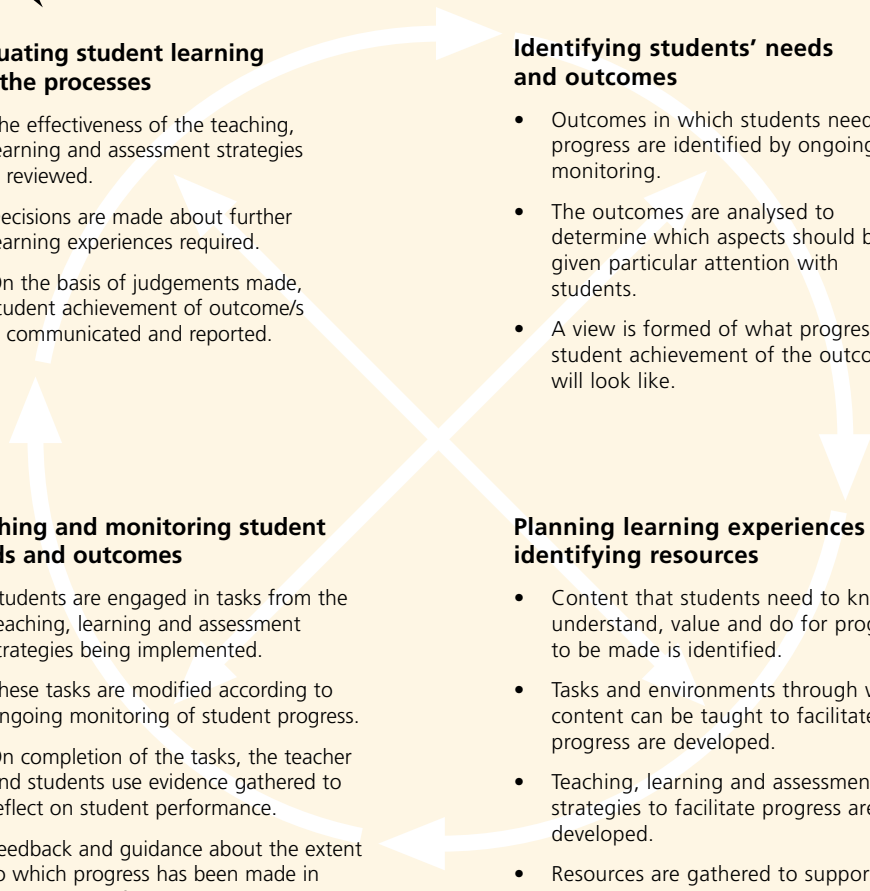


Use of the *Curriculum Framework Progress Maps*

The *Curriculum Framework Progress Maps* are designed to support outcomes-focused teaching, learning and assessment, as shown below.

Progress Maps *provide a common language to describe student achievement within and between schools. They can also be used as a framework for setting performance targets.*

Progress Maps *can be used to gain a sense of current student achievement of outcomes and where improvement is required. Specific aspects of achievement can be identified as foci for teaching, learning and assessment.*



Identifying students' needs and outcomes

- Outcomes in which students need to progress are identified by ongoing monitoring.
- The outcomes are analysed to determine which aspects should be given particular attention with students.
- A view is formed of what progress in student achievement of the outcomes will look like.

Planning learning experiences and identifying resources

- Content that students need to know, understand, value and do for progress to be made is identified.
- Tasks and environments through which content can be taught to facilitate progress are developed.
- Teaching, learning and assessment strategies to facilitate progress are developed.
- Resources are gathered to support these strategies.

Teaching and monitoring student needs and outcomes

- Students are engaged in tasks from the teaching, learning and assessment strategies being implemented.
- These tasks are modified according to ongoing monitoring of student progress.
- On completion of the tasks, the teacher and students use evidence gathered to reflect on student performance.
- Feedback and guidance about the extent to which progress has been made in achievement of outcome/s is provided.

Evaluating student learning and the processes

- The effectiveness of the teaching, learning and assessment strategies is reviewed.
- Decisions are made about further learning experiences required.
- On the basis of judgements made, student achievement of outcome/s is communicated and reported.

Reference to Progress Maps *can ensure evidence of student performance gathered during and at the completion of tasks is valid for providing feedback and making judgements about student progress in achievement.*

Progress Maps *provide a focus for teaching, learning and assessment. Strategies for gathering sufficient and consistent evidence of student achievement are evident in programs.*

Curriculum Framework Progress Maps and *Curriculum Guides*

For students to progress in their achievement of outcomes, as described in the *Curriculum Framework Progress Maps*, an increasing repertoire of knowledge and understandings, skills and processes needs to be taught. The *Curriculum Framework Curriculum Guides* for each learning area identify the scope of content required and the sequence in which it is taught to support progress in achievement of the outcomes. They build on the 'Scope of the Curriculum' sections of the *Curriculum Framework*.

The introduction pages to the *Curriculum Framework Curriculum Guides* identify the ways in which the *Guides* support this outcomes-focused cycle of review and action aimed at student improvement.

Inclusivity and the *Curriculum Framework Progress Maps*

Inclusivity means ensuring that all groups of students are included and valued (*Curriculum Framework*, p. 9). The diversity within groups is as wide as the diversity between groups. In defining and assessing students' achievement of outcomes, their perspectives and experiences should be considered in terms of the impacts of social, cultural, linguistic, geographic and economic circumstances, as well as their abilities, needs and interests.

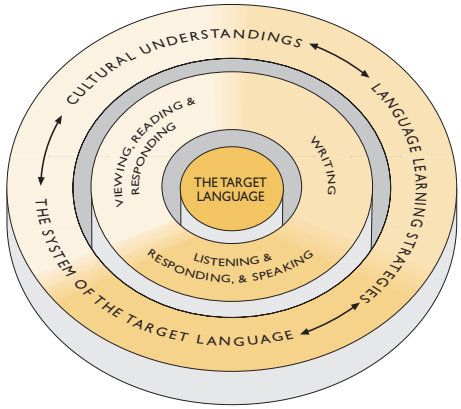
Some strategies that promote inclusive curriculum practices, by recognising and addressing the advantages and disadvantages experienced by some individuals and groups, include:

- acknowledging that students with physical or intellectual disabilities do not achieve different outcomes. The difference is in their rate of achievement and the way in which they demonstrate particular outcomes;
- recognising that for students from culturally and linguistically diverse backgrounds who are in the early stages of learning English as a second language, the ESL Bandscales may provide a more accurate map of their development;
- valuing all forms of communication. Terms such as 'explain', 'describe', 'assess' and 'evaluate' encompass both verbal and non-verbal interaction; and
- ensuring fair and valid assessment of students with conductive hearing loss (otitis media).

Languages Other Than English

In the Languages other than English (LOTE) learning area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas. Through LOTE, students are also able to further develop their skills and understandings in English and of literacy in general.

Curriculum Framework, 1998



The *Progress Maps* for LOTE describe student achievement of three of the six outcomes that provide a framework for kindergarten to year 12 curriculum in LOTE. Three outcomes describe the different ways in which students will use the target language:

1. Listening and Responding, and Speaking
2. Viewing, Reading and Responding
3. Writing

The other outcomes describe the knowledge and skill areas that are essential to effective language use and which will be demonstrated through the first three outcomes:

4. Cultural Understandings
5. The System of the Target Language
6. Language Learning Strategies

There are no Foundation descriptions for LOTE, as Level 1 is considered to be the first level of achievement for all students.

Considerations in using the LOTE *Progress Maps*

Students achieve the outcomes of the LOTE learning area by responding to and creating a variety of texts in the target language. The term 'text' refers to any form of communication (written, spoken or visual) that involves the target language.

The *Progress Maps* are applicable to all languages, bearing in mind that learners may be at different ages when they begin their languages learning and may bring different prior experiences and knowledge to the learning environment. As the outcomes are based on the modes of language use, they may not apply fully to some Australian Indigenous languages, classical languages or Auslan.

Languages Other Than English >
Listening and Responding, and Speaking;
Viewing, Reading and Responding;
Writing

Listening and Responding, and Speaking Students comprehend and communicate in the target language through listening and responding, and speaking.	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
	There are no Foundation Outcomes for the LOTE learning area, since Level 1 is considered to be the first level of achievement for all students.	LRS 1 **The student:** Listens to the target language demonstrating understanding through non-verbal response, repetition, action or response in English.	LRS 2 **The student:** Listens to the target language and gives simple, formulaic responses in the target language.	LRS 3 **The student:** Listens to longer spoken texts in the target language and responds using predominantly well-rehearsed language.

Viewing, Reading and Responding Students view and read a variety of texts in the target language and respond appropriately.	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
		VRR 1 **The student:** Views and reads simple texts with extensive contextual and teacher support and identifies specific items of information.	VRR 2 **The student:** Views and reads simple texts with contextual and teacher support and locates and identifies key words and specific information.	VRR 3 **The student:** Views and reads longer texts and identifies main ideas and some supporting detail.

Writing Students write a variety of texts in the target language.	FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
		W 1 **The student:** Writes or reproduces letters, characters or words from models in the print environment.	W 2 **The student:** Writes short texts on well-rehearsed, familiar topics, with teacher support and after practice.	W 3 **The student:** Writes own short texts, with guidance in accessing support, demonstrating control of well-rehearsed language patterns and structures within familiar contexts.

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
LRS 4 **The student:** Listens to target language texts containing some unfamiliar language and responds demonstrating manipulation of some elements of language.	LRS 5 **The student:** Listens to less-predictable spoken texts and responds in a variety of ways, using a number of strategies to communicate meaning.	LRS 6 **The student:** Listens to a broader range of longer spoken texts and responds in a variety of ways.	LRS 7 **The student:** Listens and responds to increasingly complex texts, manipulating language in order to initiate and sustain communication within a range of contexts.	LRS 8 **The student:** Listens and responds in order to meet the needs of a wide range of communicative purposes.

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
VRR 4 **The student:** Views and reads texts containing mostly familiar, but also some unfamiliar language, and identifies main ideas and supporting detail.	VRR 5 **The student:** Views and reads texts containing familiar and unfamiliar language and responds by presenting the information in a variety of ways.	VRR 6 **The student:** Views and reads texts containing familiar and unfamiliar language and demonstrates a greater depth of understanding through a range of responses.	VRR 7 **The student:** Views and reads a range of texts and uses the information to explore ideas and issues.	VRR 8 **The student:** Views and reads a broad range of texts and identifies and analyses information and ideas critically.

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
W 4 **The student:** Writes own texts, accessing support independently and demonstrating some ability to incorporate rehearsed language patterns into unfamiliar contexts.	W 5 **The student:** Writes own texts, demonstrating ability to manipulate known language patterns and structures to produce a variety of text types.	W 6 **The student:** Writes own texts, processing language structures and patterns, and applies this knowledge to present information or ideas in a variety of forms.	W 7 **The student:** Writes in a range of text types, using language flexibly for a variety of communicative purposes.	W 8 **The student:** Writes independently in a broad range of text types, using language flexibly to meet the demands of a variety of communicative purposes.

Languages Other Than English >
Listening and Responding, and Speaking

1

The student listens to the target language demonstrating understanding through non-verbal response, repetition, action or response in English.

At this level

Students engage with texts that are associated with the classroom environment and routine classroom exchanges and focus on high-frequency formats. They are able to understand more language than they can produce, as the receptive skill of listening usually develops more quickly than the productive skills. They make extensive use of environmental support to make meaning and to respond in different ways. They have a sense of the culture of the target language and recognise visible expressions of identity.

Students discriminate between different sounds and sound patterns. They understand key words from short sentences and phrases in tightly-scaffolded and sequenced tasks. They have begun to see that word order differs in the target language and that short words in English may be long words in the target language.

Students may respond orally using single words, short, frequently-used phrases or sentence fragments in the target language as well as their own language or they may show their understanding in various non-verbal ways: for example, through physical responses to classroom instruction, mime, drawing or labelling objects or showing a reaction. They reiterate utterances that are drawn from a variety of interesting sources, such as teacher modelling, music CDs, CD-ROMs or videos.

With teacher direction, students realise the importance of making attempts to reproduce the target language structures, pronunciation and intonation in frequently-used single words, short statements or questions.

Students repeat modelled words and small chunks of everyday classroom language. They experiment with and mimic the sounds of the target language. They use literacy skills, visual cues and gestures to predict the meaning and refer to target language material located in the classroom, such as pictures, books and simple authentic texts. They express a need for repetition and clarification using learnt words or phrases, non-verbal language or their first language.

Students recognise when content refers to target language culture rather than their own and recognise visible signs of cultural identity, such as clothes, flags and signs. They note simple similarities and contrasts between the target language communities and their own linguistic and cultural backgrounds. They begin to acknowledge different non-verbal behaviour and to recognise the importance of culturally-appropriate listening and turn taking and other social listening conventions relevant to the classroom context.

2

The student listens to the target language and gives simple, formulaic responses in the target language.

At this level

Students listen to short texts about familiar topics that build on familiar language patterns. They identify key words and phrases. They understand some aspects of the target language culture relating to everyday behaviours and use these in their responses. The responses may be in short phrases or sentences in the target language or a mixture of the target language and English, or actions.

Students are aware of the difference in the system of the target language and English and distinguish target language sounds and intonation changes. They listen to texts using familiar language and topics and take part in short, routine exchanges, by applying modelled language. These exchanges feature formulaic utterances in familiar contexts and may involve the use of over-generalisations in other contexts. They may employ telegraphic speech (*go shop*).

Students use strategies with guidance to assist them in the understanding of words and phrases that can extend their comprehension of oral texts and support further development of their speaking, such as making lists and using mnemonics. They refer to target language material located in the classroom and rely on extensive support from teachers, their peers and environmental cues.

Students make connections between self, target language communities and the target language. They have a growing awareness that conventions govern interaction and these may differ from language to language. They use culturally-appropriate behaviour and features of register in simple routine exchanges associated with the school and the local environment, such as, classroom introductions, greeting the principal or shopping. They identify target language references and presence in daily life experiences: such as, hearing restaurant names (*Casa Mia, Hofbrau Haus or Yen Do*), tourist advertisements and names of commercial or social entities such as Chung Wah Association, Notre Dame University and Hyogo Prefecture.

3

The student listens to longer spoken texts in the target language and responds using predominantly well-rehearsed language.

At this level

Students participate in a range of short exchanges utilising well-rehearsed target language. They engage with a wider variety of texts and understand the main ideas. Although they may not understand all the information, they cope with some text unpredictability. They are developing a sense of the importance of cultural heritage and identity.

While spoken responses feature the use of well-rehearsed language, students begin to generate their own conversations. They now have a degree of competence in transferring their knowledge by taking familiar words and patterns from one context and using them in another to make original utterances. These attempts, which may be characterised by simplified language and varying grammatical accuracy in the target language, should be recognised as markers of significant progress.

Students begin to explore, take risks and experiment with language, so that they can communicate with other target language speakers.

Students realise that language is power and may seek out expressions from a variety of sources. They relinquish dependency on their teacher and use strategies such as self- and peer-evaluation to be more self-reliant. They recognise the need to move away from word-for-word translation and use other strategies to make and convey meaning in the target language.

Students have a growing sense of register and will attempt to select from their repertoire of well-rehearsed language to suit audience and purpose. They use appropriate target language behaviour in situations relating to their personal world. They can identify and are aware of the role of colloquial language.

4

The student listens to target language texts containing some unfamiliar language and responds demonstrating manipulation of some elements of language.

At this level

Students interact orally on topics that are outside their immediate environment. They manipulate elements of the target language and attempt to organise responses using a variety of simple linking and sequencing devices. They draw comparisons about daily life across their own and the target language culture and access appropriate support to aid their understanding and to form responses.

Students make meaning from language, incorporating some unpredicted minor modifications in syntactic structure or vocabulary. In speaking, they show increasing confidence in using well-rehearsed language to respond to questions such as those posed in an unpredictable sequence in an interview. They manipulate rehearsed language to incorporate some originality in their responses and use simple cohesive devices to maintain conversation, such as ‘but’, ‘and’, ‘so’, ‘after that’.

Students use the target language to apply maintenance and repair strategies, such as clarifying meaning by rephrasing, asking questions or seeking repetition. They use these strategies to enable them to respond to questions and to sustain interactions. They locate and use new vocabulary and other discourse features from a variety of sources, such as dictionaries and digital technologies, with minimal teacher support.

Students understand less-formal registers and begin to vary register requirements to suit audience and purpose. They understand that language and culture vary across target language-speaking communities and can make comparisons with these and their own. They understand some colloquial language and cultural references.

5

The student listens to less-predictable spoken texts and responds in a variety of ways, using a number of strategies to communicate meaning.

At this level

Students are able to sustain oral interaction in the target language, responding in a variety of ways to challenging and less-predictable spoken texts. They use this material as a model for their own expression. They use cultural references in context and apply a range of strategies to make and communicate meaning, not necessarily with complete accuracy.

Students participate in class discussions and talk about and give opinions on topics of interest as well as past, present or future events using information from sources such as videos and video clips, popular music and popular literature. They recount connected ideas and respond to questions relating to familiar topics.

Students evaluate the strengths and weaknesses of their own communication and rephrase to suit their linguistic repertoire to aid communication. They convey information on familiar topics with minimal support. They continue to develop notes to recall information from a spoken text and can paraphrase ideas to convey meaning. They independently seek support from sources of reference to aid both the receptive and productive processes.

Students are developing control over register to suit the context and understand and use some cultural references and colloquial expressions. They recognise the different values associated with concepts such as gender, dress, health and power. They apply conventions that govern interaction in the target language. They analyse and interpret assumptions and beliefs in aural texts and begin to use references to these in their responses.

6

The student listens to a broader range of longer spoken texts and responds in a variety of ways.

At this level

Students interact with others using the target language to discuss popular culture and other topics of interest. They infer and analyse meaning independently using a variety of strategies and incorporate cultural implications into their responses.

Students understand texts that reflect real-life conversations and situations such as guest speakers, Web sites, video clips, soap operas, popular music, travelogues and newscasts. They give more detailed responses expressing their own ideas and opinions, with less reliance on models. They employ cohesive devices, such as referential pronouns, when participating in extended conversations or problem-solving activities. They respond with spontaneity and ask questions relating to familiar and unpredictable situations. They have become more independent in their growing control of pronunciation and intonation.

Students use a variety of sources of reference efficiently to aid understanding. They produce oral texts using culturally-appropriate language and actions, employing a range of strategies to sustain the interaction, such as confirming their own interpretation by paraphrasing or responding to other speakers' verbal and non-verbal reactions.

Students appraise differing viewpoints in relation to texts, commenting on cultural implications such as stereotyping, gender roles and relationships and the historical impact of traditions embedded in texts. They can analyse and comment on issues common to their own age groups in the target language. They can express insights into the world-view embodied in the language and culture and understand and use simple cultural nuances and imagery.

7

The student listens and responds to increasingly-complex texts, manipulating language in order to initiate and sustain communication within a range of contexts.

At this level

Students listen to complex texts drawn from a range of media and respond using appropriate language to express their ideas, attitudes and opinions. They interact more spontaneously and fluently to initiate and sustain conversation and discussion with competent speakers of the target language. They use their understanding of the connections between cultures and different cultural interpretations of texts to enrich oral interactions. They employ a range of strategies with increasing independence.

Students use their understanding of the grammatical features of the target language to access complex texts and to develop points to support a personal position on an issue. They draw on a range of sources of input such as television, radio and oral presentations. When responding, they manipulate the language appropriately to the context, audience and purpose and begin to experiment with the incorporation of humour. They give well-organised and sustained spoken presentations on a range of topics, using technological support when appropriate.

Students monitor, self-correct, paraphrase and seek clarification spontaneously to maintain communication. They consult reference sources independently and effectively. They use their understanding of the grammatical features and background knowledge of cultural aspects of the target language to deduce the meaning of unfamiliar language found in unfamiliar contexts. They are more able to choose strategies independently that suit them and the task.

Students make connections between values across and within cultures and use them to clarify, question or challenge their own values and beliefs and detect implicit cultural references in texts. They understand and use cultural references and some euphemisms, colloquialisms and idiomatic speech, although not always with complete appropriateness.

8

The student listens and responds in order to meet the needs of a wide range of communicative purposes.

At this level

Students participate effectively and with spontaneity in oral communication in a wide range of contexts. They use the target language to discuss, debate and justify opinions and points of view. They follow an argument and ask appropriate questions. They display insight into similarities and significant differences across cultures, particularly in relation to attitudes, values and beliefs. They select and use independently appropriate strategies to communicate orally in the target language.

Students initiate, sustain and close conversations and discussions on a wide range of topics, relating not only to their personal world or community, but also to the wider international communities in which the target language is spoken. They deduce the meaning of decontextualised texts using an understanding of the semantics, cultural contexts and grammatical features of the target language.

Students respond, selecting appropriately from their language repertoire, with a high level of grammatical accuracy and breadth and sophistication of vocabulary and sentence structure. They structure and sequence information consistently and ideas logically and coherently.

Students select from a range of learning strategies and evaluate them independently and apply them appropriately to the demands of the task.

Students reflect critically on cultural representations in text and discuss aspects of traditional and contemporary culture and life patterns in their own country and the countries in which the language is spoken. They also discuss such things as attitudes, values and beliefs and comment on contemporary cultural issues.

Languages Other Than English >
Viewing, Reading and Responding

1

The student views and reads simple texts with extensive contextual and teacher support and identifies specific items of information.

At this level

Students understand words and images in simple texts containing words and items to which they have had significant exposure. With support, they associate familiar target language sounds and symbols, recognising some sight vocabulary and interpreting some punctuation. They recognise when content refers to the target language culture rather than their own.

Students recognise that written messages are conveyed in different ways and may use different scripts and direction. They recognise written symbols and have an awareness of sound-symbol relationships and meanings associated with the symbols. They recognise target language words and phrases, particularly those that are displayed in the classroom. They may also recognise that they read and view for different purposes.

Students respond to texts by using target language words or phrases they have memorised, by drawing a picture, acting out parts of a story, using English or through action or gesture.

Students attempt to use first language reading and viewing strategies to make meaning, such as their understanding of the language structure, meanings and sound-symbol relationships. They predict meaning using their knowledge of first language patterns, pictures, illustrations or gestures. They rely on extensive support from the teacher and material located in the classroom such as picture dictionaries, videos, slides and books to help them understand and respond to texts. They bring their understanding of the target language culture, developed through their first language experiences, to help them make meaning from their reading and viewing.

Students note simple similarities and differences between the target language communities and their own linguistic and cultural backgrounds, such as ways in which people express their culture: for example, music and games or visible expressions of identity (such as flags, landmarks, signs and clothes). They recognise that familiar characters such as those in childrens stories and religious festivals or celebrations may be depicted differently.

2

The student views and reads simple texts with contextual and teacher support and locates and identifies key words and specific information.

At this level

Students view and read simple texts on familiar topics that may contain more language than they can be expected to understand. They read and view for specific information and respond appropriately in shared reading and viewing activities. They use strategies, such as applying their knowledge of the target language culture to the task and accessing other sources of support, to aid their understanding.

Students identify the main purpose of simple texts, such as descriptions of places, timetables or television program advertisements, on familiar topics. They identify some key words, characters and images to extract specific information such as dates, places, times and names during shared reading and viewing activities. They recognise similarities and differences in syntactic features between their own and the target language.

Students respond in a variety of ways to texts they view or read: for example, by speaking (in English or the target language), by drawing pictures, by matching target language sentences, captions or speech bubbles to illustrations or photographs, or by demonstrating, acting or miming.

Students predict meaning when reading and viewing by applying knowledge of the target language and culture gained through first language and target language experiences. They also rely on key words to aid understanding, use visual or auditory cues, and refer to target language material located in the classroom.

Students identify explicit references to events and places of importance in the target language culture. With support, they interpret some culturally-specific gestures and intonation. They understand different behaviours and features of register such as formality and politeness in situations relating to family, school and the local community. They recognise variations in things such as colour, which may have a different symbolic significance in the target language culture.

3

The student views and reads longer texts and identifies main ideas and some supporting detail.

At this level

Students view and read a range of texts containing predictable structures and familiar vocabulary. They locate the main ideas and supporting detail in chunks of language or paragraphs, although they may not understand all the information. They are developing a sense of cultural heritage and identify and understand some explicit cultural references. They use strategies to help them interpret meaning and to plan their responses.

Students recognise the purpose of a text from its format and features. They read and view texts such as video clips, advertisements, recipes and Websites and identify relevant information in response to a question. As in their first language viewing and reading, they recognise that illustrations, as well as text, may indicate multiple meanings.

Students respond by using information they have located to create texts to explain the main idea and supporting details, such as the cause or sequence of actions or events. They do this through role playing, sequencing a set of pictures, writing simple texts to read to other students, making a short video or film for others to view or creating graphics. The response may be in English or the target language, depending on the task.

Students use a range of literacy strategies, such as knowledge of text structure, sound/symbol cues, referring to dictionaries and other environmental support to find the meaning of unknown words and to extend their vocabularies. When reading print texts, they can identify the topic sentence of paragraphs. They use graphic organisers, such as diagrams, structured overviews and lists, to interpret meaning at the whole-text level and to support subsequent responses.

Students understand simple explicit references relating to the target language culture contained in texts. They identify the use of register appropriate to audience and purpose and begin to use them when responding in the target language. They also use culturally-appropriate behaviour when responding orally to texts.

4

The student views and reads texts containing mostly familiar, but also some unfamiliar language, and identifies main ideas and supporting detail.

At this level

Students view and read more complex texts on familiar topics that introduce some unfamiliar language. They use their understanding of words, structures and contextual clues to predict the meaning of texts containing unknown verbal and non-verbal language. They personalise or vary familiar rehearsed language structures in responding to texts. They understand and use cultural references relating to daily life and understand simple everyday colloquial expressions.

Students make meaning more independently by using their knowledge of the target language culture and linguistic features. They identify specific detail and items of information and, from these, form an understanding of the main idea of the text.

Students consider audience and purpose when responding to texts and select the appropriate text type: for example, the information given in an advertisement for a penfriend may be written in the target language in the form of a letter or e-mail to a peer, a simple description to the teacher or an oral report to the class.

Students use their understanding of the structure of simple texts to further develop their understanding of more complex text types. They use syntactic knowledge to read around and predict the meaning of unknown words. They also use bilingual dictionaries and other resources to help them understand texts. They use strategies such as note making and note taking to support their understanding and to plan their responses to texts they view and read.

Students understand and use references to well-known sociocultural and sociolinguistic features explicitly tied to artefacts in the target language communities. They understand some colloquial language, such as that relating to school, family and local community situations, and know that there may be different cultural interpretations of texts. They recognise that different ‘icons’ may be used to appeal to sub-cultures within and across cultures: for example, surfing logos used to appeal to the ‘surfie set’. They understand there may be cultural implications relating to the use of information and communications technologies.

5

The student views and reads texts containing familiar and unfamiliar language and responds by presenting the information in a variety of ways.

At this level

Students view and read a variety of texts incorporating unfamiliar language, content and contexts. They understand concepts relevant to cultural practices and can understand and use references to them. They use strategies they have already developed to aid their understanding and to demonstrate this using varied responses.

Students view and read texts such as popular culture magazines, formal and informal letters, video clips or current issues on the Internet that contain unfamiliar elements. They distinguish between fact and opinion and produce their own opinions. They can identify text features and social purposes of text types such as myths, legends, autobiographies, cartoons and soap operas.

Students respond to texts showing a growing understanding of the system of the target language and the generic and linguistic features of texts: for example, they present a recount, write a summary or report, deliver a Power Point® or video presentation.

Students monitor their own reading and viewing strategies, use contextual support more analytically, and apply other strategies suited to text and task, such as skimming or scanning, viewing again or re-reading. They respond independently to questions relating to their reading and viewing using appropriate strategies they have developed in their first language, such as structured overviews or retrieval charts. They infer meaning from the text through their understanding of the target language and culture.

Students recognise more subtle cultural references, understand colloquial language and begin to use both in their responses. They reflect on and discuss attitudes and practices that differ from their own in relation to topics such as dress, health and gender. They question stereotyping when interpreting texts and understand that they may serve the interests of some groups but not others. They understand how the conventions of texts can position the reader/viewer and shape their reactions. They recognise the positioning of the target language culture in relation to the Australian context.

6

The student views and reads texts containing familiar and unfamiliar language and demonstrates a greater depth of understanding through a range of responses.

At this level

Students viewing and reading incorporates texts that contain familiar and unfamiliar language, and reflect a broad range of topics of interest taken from a variety of sources. They differentiate between fact and opinion and justify their interpretations. They infer meaning using a variety of strategies and incorporate cultural implications into their responses.

Students analyse and compare facts and opinions from different sources such as magazines, the Internet, e-mail, video clips, books, articles and multimedia presentations. They draw inferences from their reading and viewing: for example, they can infer motives of characters in films from their actions. They also understand that there are limitations and advantages of different text types on similar topics and select appropriately for the purpose when both eliciting information and responding.

When responding, students use the target language to present the information in a variety of forms: for example, they may use graphics to represent event sequences or discuss reasons for the choice of visual images in advertisements. They justify their own interpretations of texts in relation to those of others. They identify language that conveys mood and the features of persuasive language that positions the reader or viewer.

Students, as a matter of routine, use a variety of reference sources efficiently. They use strategies to draw inferences from their reading and viewing. They also ask spontaneous questions of the teacher and other speakers of the target language to confirm their understandings and form responses.

Students interpret key cultural attitudes and beliefs, reflect on their reading and viewing and in doing so enhance their sociocultural understandings and their ability to incorporate them into their responses. They understand and use simple cultural nuances and imagery. They also understand the ethical use of information and communications technologies and develop responses appropriate to the culture.

7

The student views and reads a range of texts and uses the information to explore ideas and issues.

At this level

Students explore ideas and issues pertinent to members of the target language community of a similar age, evaluate the information and respond according to audience and purpose. Their responses reflect their understanding of the connections between cultures and different cultural interpretations of texts. They use a range of strategies with increasing independence.

Students use their understanding of the grammatical features of the language and their background knowledge of aspects of the culture of the target language to deduce the meaning of unfamiliar language used in unfamiliar contexts. They engage with texts such as those encompassing popular music lyrics, films and feature articles. They evaluate their personal positions on an issue; compare and contrast fact or opinion in relation to descriptions of the cultural significance of events or issues; and consider alternative perspectives.

When responding, they manipulate the target language appropriately to suit context, audience and purpose. They experiment with the use of humour. They are able to synthesise information gained from their reading and viewing to use in their responses.

Students have developed a repertoire of strategies and are becoming increasingly independent in their ability to choose those that suit them and the requirements of the task. They consult reference sources independently and effectively, identifying their own problems and finding solutions.

Students make connections with some unfamiliar aspects of the target language culture by comparing it to their own and other cultures, thereby making connections between values within and across cultures. They compare and contrast different viewpoints, sociocultural attitudes, values and beliefs. They understand some euphemisms, colloquialisms and idiomatic speech used in texts and reproduce them when responding, but in a 'planned' way that may not flow. They understand how a reader or viewer's cultural background may lead to a different interpretation or misinterpretation of a text. They can explain and justify their own interpretation while understanding that texts may have multiple readings, even within a culture.

8

The student views and reads a broad range of texts and identifies and analyses information and ideas critically.

At this level

Students examine personal, topical or social issues in their own and target language countries. They analyse information to express and justify their own opinions. They display insight into similarities and significant differences across cultures, particularly in relation to attitudes, values and beliefs. They use appropriate strategies independently to enhance their responses.

Students use the target language to explore different attitudes, values and beliefs as they are portrayed in texts. They use language flexibly, although not without error, for a variety of communicative purposes. They select from a variety of texts on personal, topical and social issues, to gain specific information, to solve problems, to clarify perspectives or to develop, state and justify opinions.

Students compose responses in the target language using a high level of grammatical accuracy showing breadth and sophistication of vocabulary and sentence structure.

Students use a repertoire of language learning strategies more consciously, transferring reading and viewing skills across languages. They select techniques to shape interpretations of texts. They also evaluate and select from their personal repertoire to suit their needs in relation to the task and to promote independent learning.

Students show extensive knowledge and understanding of the target language speaking community/ies and their position within the global community. They understand and respond to their reading and viewing in relation to such things as attitudes, values and beliefs and contemporary issues as they relate to a similar age group in the target language countries.

Languages Other Than English >
Writing

1

The student writes or reproduces letters, characters or words from models in the print environment.

At this level

Students write and copy letters, characters, words or short phrases to convey meaning with the support of written models, such as those provided by the teacher or within the material that exists in the language classroom. They understand that there are similarities and differences across cultures. They apply knowledge of first language writing conventions to the target language.

Students understand that the same message can be conveyed in different ways by using the same script or using different scripts, and that scripts have different origins. They show awareness of some of the features of the written form of the target language, for example, by recognising and experimenting with conventions such as accents, umlauts, tone markers and characters. They recognise and begin to use different writing implements, if appropriate, and show awareness of directionality and spacing.

Students locate words needed for their own writing from language displayed in the classroom, such as labels, charts, pictures, computers, books or dictionaries. They approximate the target language spelling by referring to their understanding of sound-symbol relationships and word patterns in their first languages. They trace, copy models or use technology to access the words they need to complete simple tasks, such as labelling drawings or completing simple modelled sentences: for example, they draw letters or characters in sand or make them with dough or wool. They use illustrations to help elaborate their writing and create their own picture dictionaries.

Students understand that there are variations across cultures such as the roles people play in the community, the way food is prepared and eaten and family structures. They identify visible expressions of cultural identity, such as the way people celebrate commonalities such as birthdays – are they celebrated and, if so, how and when? They use conventions for forms of address, greetings and politeness in everyday routine situations relevant to the classroom environment.

2

The student writes short texts on well-rehearsed, familiar topics, with teacher support and after practice.

At this level

Students write a small number of short sentences. They imitate the basic target language print conventions and use familiar language: for example, they substitute a word or words following a pattern provided by the teacher. With practice and additional support such as charts, labels, Websites or books, they are able to complete simple speech bubbles, posters, picture stories or charts. They use them to express their understanding of some aspects of the target language culture, such as everyday behaviours.

Students demonstrate a growing awareness of target language patterns and structures. They use contextual support to produce short texts collaboratively: for example, they can offer suggestions for words, spelling or punctuation taken from models of specific text types displayed in the classroom and on Websites. They understand that text types serve different purposes and that they may be presented differently from language to language: for example, they can recognise letters are written differently in different cultures and envelopes may also be addressed differently.

Students access sources of support found in the immediate environment. They use simple graphic organisers such as a retrieval chart to plan their writing. They practise and check their writing using models provided by the teacher.

Students use the target language to express their understanding of some culturally-specific behaviours or information such as how to participate in a meal or appropriate way to dress. Within their personal world they understand that the register of language used depends on the context: for example, language used to write a brief note to the principal will be different from that for a friend.

3

The student writes own short texts, with guidance in accessing support, demonstrating control of well-rehearsed language patterns and structures within familiar contexts.

At this level

Students begin to write more independently, showing control of frequently-used language patterns and structures with some guidance in accessing support. They order information in a logical way, using simple cohesive devices to link and develop ideas in short everyday texts and begin to edit their writing. They are developing a sense of the importance of cultural heritage and identity.

Students write short texts according to the culturally-determined generic structure of the text type in the target language. They group sentences about like topics together to produce short texts such as penfriend letters, notes, e-mails, e-pal and SMS messages, advertisements and recounts. Typically, these consist of a few sentences joined by simple connectives or linking words such as ‘and’, ‘then’, ‘it’ or ‘but’. They have a degree of competence in transferring their knowledge, by taking familiar words and patterns from one context and using them in another.

Students experiment with planning, writing, checking and rewriting, relying on guidance from the teacher in accessing support. First draft writing is focused more on meaning and students may redraft to produce more accurate writing, particularly in relation to punctuation and spelling, after editing or conferencing.

Students may use simple idioms and slang that have been modelled, when writing such things as e-mail or text messages. They understand the importance of cultural practices, such as painting or calligraphy in some cultures in maintaining a sense of cultural identity. They write about cultural practices from the target language culture observed in their local community.

4

The student writes own texts, accessing support independently and demonstrating some ability to incorporate rehearsed language patterns into unfamiliar contexts.

At this level

Students are becoming independent writers, demonstrating more flexible use of known language and a willingness to experiment. They begin to write for a broader range of purposes, such as personal accounts or descriptions. They write about similarities and differences in daily life across their own and the target language culture and access appropriate support for their writing.

Students manipulate known structures and linguistic features appropriately to generate original texts. They control a limited range of grammatical structures. They sequence their ideas and construct cohesive text for different contexts using rehearsed language patterns and register to suit audience and purpose. They use devices for positioning the reader, such as a heading for a short article. Their writing reflects a personal position. They understand and communicate the differences between spoken and written expression.

Students use various sources of support for writing, such as genre models, electronic word banks and bilingual dictionaries. They use other graphic organisers such as structured overviews and notes to support the planning and organisation of their writing. They use strategies to review their writing for meaning and accuracy. They pursue independent contact with users of the target language through penfriends, e-mail, Websites or cultural visits.

Students express comparisons between their own culture and that of the target language: for example, they write about commonalities and differences in daily life between cultures or respond to questions using cultural references indicating knowledge and understanding of such cultural concepts as time and space.

5

The student writes own texts, demonstrating ability to manipulate known language patterns and structures to produce a variety of text types.

At this level

Students write a variety of texts on topics within their own experience, such as narratives, reports, letters, and journals, to suit audience and purpose. They take risks in manipulating sentence patterns and linking ideas and information. They have developed a personal repertoire of first language writing strategies and use them when writing in the target language. They use features of register to suit the context and make references to aspects of the target language culture.

Students link ideas in sentences and paragraphs, using a variety of connectives including referential nouns and pronouns if applicable. They use a topic sentence to introduce the idea in a paragraph and support this with additional information. They begin to locate events over time (past, present and future) appropriate to the target language. They transpose language, taking from one text (such as a recount) to create a different text (such as a dialogue).

Students are more self-directed and independent writers. They select from, and are competent users of appropriate support mechanisms such as mentors and peer evaluators and reference sources such as dictionaries and Websites. They apply first language writing strategies to writing in the target language and plan, revise, edit, proof-read and redraft own writing to enhance its accuracy and appropriateness.

Students make spontaneous use of some simple cultural references such as to geographical features or artefacts, and colloquial language that is appropriate to the context. They begin to recognise the location and relationship of the target language community within the Australian context and different values associated with concepts such as dress, health, gender and power.

6

The student writes own texts, processing language structures and patterns, and applies this knowledge to present information or ideas in a variety of forms.

At this level

Students write, drawing on their own language resources, to express themselves in a variety of different ways. They convey ideas and opinions and develop simple arguments. They incorporate their cultural understandings into their writing and use strategies to review and refine their writing.

Students write for a variety of purposes and audiences, such as summaries of films for e-mailing to penfriends, newspaper articles or comments on popular issues relating to their age group. They are beginning to write with a personal style and develop a position on a topic and maintain their stance. They expand a message or text using information from other sources by qualifying, comparing or contrasting information and ideas utilising a range of cohesive devices. They structure text to influence the reader, using a range of grammatical features with confidence, such as sophisticated sentence structures.

Students use dictionaries, Websites and other reference sources efficiently. They use notes and summaries to assist their writing and take content from one text type to produce or expand another. They review and refine their own writing through identifying problems and responding to feedback to improve its overall impact.

Students' increased awareness of register differences is evident in their use of formal and informal language. They use simple cultural nuances and imagery. They incorporate cultural implications in their writing, such as appropriate references to themselves and others that demonstrate an understanding of interpersonal relationships and values across a range of situations. They understand the ethical use of information and communications technologies according to the culture, such as not publishing a photograph or transcripts of an interview with a person who has died.

7

The student writes in a range of text types, using language flexibly for a variety of communicative purposes.

At this level

Students use complex language structures and appropriate vocabulary to express ideas and opinions with a personal style. They present information or ideas appropriately, in a variety of forms, to suit audience and purpose, showing an understanding of different cultural attitudes, values and beliefs. They select and use strategies to improve their writing with growing independence.

Students develop persuasive, imaginative, informative and evaluative texts, presenting ideas logically and sequentially, with some control over style and register to suit audience and purpose. They synthesise information from a number of sources to produce cohesive texts through the use of appropriate linking devices. They understand that the way in which content in texts is presented varies from language to language and are able to compare and contrast differences. They use the appropriate generic structure for writing most text types such as written reports, brochures and information for a Web page or advertisement.

Students revise plans in response to feedback, edit and self-correct, to improve the overall accuracy and coherence of the text. They quote and reference correctly. They choose strategies that suit their needs and the task.

Students incorporate their understanding of the attitudes, beliefs and values of the target language community/ies into their writing. They experiment with the use of 'everyday' euphemisms and use colloquialisms and some idiomatic speech appropriately to create mood, but in a 'planned' way that may not flow. They begin to understand and use irony and humour. They are aware that stereotyping is not appropriate for characterisation.

8

The student writes independently in a broad range of text types, using language flexibly to meet the demands of a variety of communicative purposes.

At this level

Students write, selecting a style and register appropriate to the context. They use descriptive or creative language in a manner that engages the reader. They express themselves with spontaneity on a broad range of topics. They state and justify personal viewpoints on personal, topical or social issues of importance; and display insight into similarities and significant differences across cultures, particularly in relation to attitudes, values and beliefs. They use appropriate strategies independently to enhance their writing.

Students meet the requirements of a range of purposes, using a wide vocabulary and a variety of complex sentences. They express their ideas with consistency, with control over the features of the target language system, although their writing will not be free of error. Their writing is sequenced logically, using cohesive devices to create flow. They are more confident in utilising their language resources to position the reader, such as emotive vocabulary or devices including headings or captions.

Students evaluate and select from a personal repertoire of writing strategies to suit their needs in relation to the task and to promote independent learning.

Students incorporate the use of idiomatic and colloquial speech with ease and expand on their use of humour and irony appropriate to the culture. They show extensive knowledge and understanding of the target language speaking community/ies and examine such things as attitudes, values and beliefs and contemporary issues as they relate to a similar age group in the target language countries.

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