

Levels 7 and 8

Levels 9 and 10

| Communicating | |
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| Socialising | |
| Initiate and sustain interactions, to share information, ideas, thoughts and feelings about people, objects, places and events | Initiate, sustain and extend interactions by exchanging experiences, seeking and giving advice, and discussing aspirations and relationships |
| Participate in collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions | Participate in and contribute ideas and opinions to collaborative tasks, activities and experiences which involve making decisions, negotiating, planning and shared transactions |
| Participate in classroom interactions and exchanges through asking and responding to open-ended questions and offering opinions | Participate in and sustain classroom interactions by elaborating on opinions and ideas and discussing the opinions and views of others |
| Informing | |
| Obtain and interpret information from a range of spoken, written, print or digital texts related to topics of interest such as leisure, food and diet, entertainment and special occasions | Obtain, analyse and evaluate information and ideas from multiple spoken, written, print or digital sources on a range of issues |
| Convey and present information and ideas on a range of topics in different types of texts and in a variety of modes | Adapt and present information, ideas and opinions on a range of issues in a variety of text types and modes selected to suit audience and purpose |
| Creating | |
| Engage with and respond to imaginative texts, describing and expressing feelings and opinions about key ideas, characters, places and events | Interpret and discuss different imaginative texts, expressing and justifying opinions on aspects such as themes, mood, emotions and language choices |
| Create and perform own and shared texts about imaginary people, places and experiences, in order to entertain others | Create and perform a variety of imaginative texts for different audiences, manipulating language and experimenting with different techniques such as imagery or sound effects |
| Translating | |
| Translate texts from the language being studied to English and vice versa, interpreting meaning and identifying words or expressions of specific cultural significance in the language | Translate and analyse a range of texts comparing interpretations and explaining differences in meaning |
| Create texts in the language being studied and English, such as menus, posters or brochures on the same theme or event, and provide subtitles, captions or commentaries in either language to assist meaning | Create a range of bilingual texts for a variety of purposes and audiences, reflecting on how meaning can be conveyed effectively |
| Reflecting | |
| Participate in intercultural interactions, reflecting on choices and adjustments made when communicating in the language being studied and demonstrating awareness of the importance of shared understanding | Reflect on issues related to intercultural experiences, questioning preconceptions and generalisations, and taking responsibility for modifying language and behaviours |
| Consider how own biography, including personal experiences, family origins, traditions and beliefs, impact on identity and shape own intercultural experiences | Engage in intercultural experiences, reflecting on own cultural identity and how this shapes personal ways of communicating and thinking |
| Understanding | |
| Systems of language | |
| Refine pronunciation, spell frequently used words and apply accurate punctuation to writing | Use pronunciation rules and apply features of the spoken language being studied such as intonation, stress and rhythm and extend to more advanced spelling and punctuation rules |
| Apply knowledge of grammatical features and construct compound and complex sentences | Understand and apply grammatical structures recognising that they serve particular functions and that grammatical choices shape meaning |
| Examine the structure and linguistic choices of a range of personal, informative and imaginative texts, such as diary entries, news reports, cartoons and stories, and consider how these choices were influenced by audience and purpose | Discuss the interrelationship between linguistic elements, context, purpose, audience and structure of a wide range of text types and identify how cultural elements are incorporated |
| Language variation and change | |
| Understand how language use varies according to context, purpose, audience and mode of delivery, and how language choices, such as shifting from a formal style to informal style, may signal changes in social settings | Analyse culturally specific ways of interacting in the language being studied and how and why language use varies according to cultural contexts, considering why these interactions differ from those in English or in other languages |
| Recognise that the language being studied has evolved, that changes have occurred through the ages, and consider factors that have influenced this change | Reflect on the dynamic and ecological nature of language, and that all languages influence each other |
| Role of language and culture | |
| Understand how language use reflects cultural ideas, assumptions and perspectives, and reflect on how what is considered acceptable in communication varies across cultures | Understand that language, culture and communication are interrelated and shaped by each other, and recognise how this influences attitudes and beliefs |
| Achievement Standard | |
| <p>By the end of Level 8, students use the written and spoken language being studied to initiate and sustain classroom interactions to carry out transactions and to exchange information, ideas, thoughts and feelings about people, objects, places and events. They ask and respond to open-ended questions and use rehearsed and spontaneous language to engage in discussions, negotiate, make decisions and arrangements, and offer opinions. They apply appropriate pronunciation and rhythm in the spoken language being studied to a range of sentence types, including, if applicable, use of the accent mark for both intonation and meaning. They locate and interpret information and ideas on topics of interest from a range of texts and communicate information, views and ideas using different modes of presentation. They share their response to different imaginative texts by expressing feelings and opinions and describing ways in which ideas, characters, places and events are represented. Students create imaginative texts about people, places and experiences to entertain others. They use grammatical features to construct compound and complex sentences and link ideas and sentences. They apply rules of punctuation and spelling to their own written constructions. They translate and interpret texts, identifying and explaining words with particular cultural significance in the language being studied and create bilingual texts for the school and wider community, providing subtitles, captions or commentaries to assist meaning. They explain why communication with others involves shared responsibility for making meaning, and identify the choices and adjustments they make when participating in intercultural interactions.</p> <p>They analyse the structure and linguistic features of different text types to identify their relationship with audience and purpose. They analyse language use in different contexts, including formal and informal, explaining the impact of purpose, audience and social setting. They explain the dynamic nature of the language being studied from ancient to modern times, and suggest reasons for change. They understand how language use reflects cultural ideas, assumptions and perspectives and recognise that what is considered normal in communication varies across cultures.</p> | <p>By the end of Level 10, students use the written and spoken language being studied to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings. They use language spontaneously to respond to others, seek and give advice, contribute ideas and opinions, describe relationships, discuss aspirations, compare experiences and express opinions on issues of interest. They interact with others to take action, make decisions, negotiate, plan and organise events and complete transactions. They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. They apply appropriate pronunciation, rhythm and stress in the spoken language being studied in their interactions. They analyse and evaluate ideas and information obtained from multiple sources on a range of issues. They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes. They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. They manipulate language and use different techniques to produce imaginative texts for different audiences. When creating texts, they use a variety of grammatical elements to shape meaning. They accurately apply rules of punctuation and spelling to their own written constructions. Students translate and analyse a range of texts, compare interpretations and explain differences. They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences.</p> <p>Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They provide examples of how language use varies according to cultural contexts, explaining why interactions in the language being studied may differ from those in English or other languages. They explain why the language being studied, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other.</p> |