

7 – 10 Sequence

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Interact with peers and teacher to exchange information and opinions about self, family, friends and interests, and express feelings, likes and dislikes	Initiate and sustain interactions by sharing personal opinions and experiences with peers and comparing aspects of young people's lives, such as relationships, events and aspirations
Participate in collaborative activities, such as performances and presentations, that involve planning and making arrangements	Participate in collaborative planning and decision making for events and shared experiences, and engage in different forms of spoken and written transactions
Interact in class routines and exchanges by asking and responding to questions, following instructions and seeking help and permission	Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement
Informing	
Locate and use key points of information, such as main ideas, specific details and general descriptions from a range of spoken, written and visual texts	Obtain, analyse and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues
Use spoken, written and multimodal forms of presentation to convey information on selected topics of interest	Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes
Creating	
Listen to, read and view imaginative texts and respond by describing aspects, such as characters, events and ideas	Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices
Create or represent and perform own imagined scenarios, characters and events, using stimulus materials and modelled language	Experiment with different techniques to create and present imaginative texts designed to engage different audiences
Translating	
Translate and interpret texts such as emails, signs and notices, using contextual cues and familiar textual features and recognising aspects that are similar and different in the two language versions	Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance
Create bilingual texts and resources to support their own learning	Create bilingual texts that draw on the language being studied and English for different purposes, such as menus or product instructions designed for both language contexts
Reflecting	
Engage with speakers of the language being studied, recognising that interaction involves the expression of cultural experience and values as well as language	Interact with speakers of the language being studied and resources, recognising that intercultural communication involves shared responsibility for communication
Recognise their own and others' ways of expressing identity, reflecting on the relationship between language, culture and identity	Consider how cultural identity influences interactions in culturally and linguistically diverse contexts such as Australia
Understanding	
Systems of language	
Identify similarities and differences between the phonological and orthographic systems of English and the language being studied	Recognise and reproduce sound-letter relationships and combinations in the language being learned in spoken and written forms and key features of pronunciation, rhythm and stress
Recognise and use vocabulary and grammatical elements to create simple sentences and phrases	Develop knowledge of vocabulary and sentence structures to elaborate meaning
Recognise and understand characteristic features of common types of text, comparing them with equivalent texts in English	Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements
Language variation and change	
Understand that the language being studied, like all languages, varies according to participants, roles and relationships, context and culture	Examine how the language being studied and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations
Understand that the language being studied continues both to influence and change through interaction with other languages and cultures	Understand how the language being studied has evolved, and how it continues to change over time due to processes such as globalisation, migration, and the influence of technology and popular culture
Role of language and culture	
Identify connections between language, culture and communication, recognising how communication styles and practices vary across cultures and how intercultural exchange involves the exchange of meaning as well as words	Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication
Achievement Standard	
<p>By the end of Level 8, students use the language being studied to describe feelings, express likes and dislikes and exchange information about their personal worlds, including information about themselves, their family, friends and interests. They interact with others in collaborative and classroom activities, using modelled language to carry out transactions, ask and respond to familiar questions, follow instructions, and seek assistance or permission. When interacting, students pronounce sounds in the language being studied, and use intonation and accentuation. They obtain information and identify key points from different sources, using non-verbal and contextual clues to help make meaning. Students describe characters, events and ideas in imaginative texts using high frequency vocabulary and create short informational and imaginative texts using modelled sentence structures and formulaic expressions. They use the present tense, common verbs and other grammatical structures to create simple sentences and phrases. They translate and interpret texts, such as emails, signs and notices, using contextual clues and textual features and create simple bilingual texts for classroom use. When interacting, students modify their language and behaviour and recognise that aspects of their own language and culture impact on intercultural exchange.</p> <p>Students identify the similarities and differences between the sound systems of the language being studied and English. They describe the key features of common types of texts, comparing them with equivalent text types in English, for example, a diary entry, or party invitation. They give examples of how language varies according to participants, roles and relationships, and context and culture. They identify ways that the language and culture being studied have influenced and continue to influence and be influenced by many global languages. They analyse words and expressions to identify and explain connections between language and culture.</p>	<p>By the end of Level 10 students initiate and sustain interactions with peers by sharing opinions and experiences and comparing aspects of teenage life. They interact with others to make decisions and plan events. They ask and respond to questions, clarify understanding and express agreement or disagreement in structured discussions and tasks, and spoken and written transactions. When interacting, they use appropriate pronunciation, rhythm and stress. Students locate and analyse information and perspectives from a range of texts and communicate information and ideas using different modes of presentation selected to suit audience and purpose. They share their responses to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices. They use different techniques to produce imaginative texts for different audiences. They use a range of grammatical structures and elements and apply their knowledge of vocabulary and grammatical structures to extend meaning. They translate, interpret and create texts, such as notices, posters, advertisements, announcements and blogs, into the language being studied and English for the wider community. When interacting, students share responsibility for making meaning. They provide examples of how their identity influences their intercultural exchanges.</p> <p>Students identify and reproduce the sounds and letters of the language being studied. They analyse a range of text types in various modes to explain the relationship between context, purpose and audience and to identify structural, linguistic and culturally-specific features. They compare the language being studied and culture in various linguistic and cultural settings in Australia and overseas, and provide reasons for variations that exist. They identify ways that the language being studied has changed over time and propose reasons why it continues to change. They explain how cultural assumptions, attitudes and beliefs can affect interactions and appreciate the importance of mutual understanding in effective communication.</p>