

Levels 7 and 8

Levels 9 and 10

Communicating	
Socialising	
Engage with others to exchange ideas, experiences and interests	Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations
Make plans, solve problems and address needs by, for example, corresponding and transacting in real or simulated situations	Take responsibility by initiating interactions, solving problems and encouraging others to act
Interact with others by making requests, seeking clarification, checking understanding and expressing opinions	Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning
Informing	
Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special occasions	Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas
Give presentations to describe, compare and report on experiences and topics of interest	Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest
Creating	
Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own language and culture	Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects
Create individual and shared texts about imagined people, places and experiences, in order to entertain others	Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences
Translating	
Translate and analyse a range of texts, comparing language choices and exploring differences in meanings	Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented
Create bilingual texts in collaboration with others for the wider community	Create parallel texts in the language and in English for a range of purposes and audiences, for the wider community
Reflecting	
Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how this may enhance or inhibit understanding	Make choices while using the language, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives
Consider how the students' own biographies, including family origins, traditions and beliefs, impact on identity and shapes the students' intercultural experiences	Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience
Understanding	
Systems of language	
Recognise how stress works in the language and the use of intonation	Understand pronunciation and intonation conventions, and apply to new words and a range of complex sentences
Develop knowledge of verb rules and how to link and extend ideas by using adverbs, cohesive devices and other elements of grammar	Analyse complex noun and verb forms, and recognise sentence structures and elements of grammar
Expand understanding of textual conventions, particularly related to social and informational media	Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts
Language variation and change	
Recognise formal and informal forms and that their style and use depend on the context, purpose and audience	Analyse the ways in which the language varies according to spoken and written forms, cultural context and subcultures
Understand that languages continue to change over time due to influences such as globalisation and technology	Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity
Role of language and culture	
Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives	Understand that languages and cultures are interrelated; they shape and are shaped by each other, in a given moment and over time
Achievement Standard	
<p>By the end of Level 8, students use the language to interact and exchange ideas, experiences and interests with teachers, peers and others. When interacting, they ask questions, respond to questions and clarify their answers. Students give opinions, make comparisons and state preferences. They locate and evaluate factual information in texts, and create informative and imaginative texts (such as forms of correspondence, stories or reports) using models. They vary their sentence construction to create interest for the audience. Students use cohesive devices such as time markers and a range of personal pronouns and verbs. Students describe qualities using colours and adjectives. They refer to the past and future using time indicators. They translate across languages, noticing where equivalence may not be possible, for example, daylight saving. They comment on their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.</p> <p>Students differentiate between similar-sounding words and how they are written and apply correct spelling conventions. They recognise how possessive forms differ from English and have a metalanguage to identify common features such as nouns, pronouns, verbs and adjectives. Students identify and reproduce features of familiar text types such as emails, stories and dialogues. They notice how languages and cultures influence each other, particularly noticing borrowings from other languages. Students understand that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.</p>	<p>By the end of Level 10, students use the language to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds of the language accurately and use stress to create fluency in sentences. Students use and respond to open-ended questions and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and meaning from a range of texts. Students create a range of personal, informative, persuasive and imaginative texts, working independently, drafting and editing, and seeking timely feedback. They include time markers, and conjunctions to extend meanings such as in stories, comics, and written and oral reports. Students expand descriptions and ideas, and incorporate different sentence structures to vary expression. They express opinions, make comparisons, and incorporate emotions and humour. Students describe possibilities and express aspirations. They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students express reactions to intercultural experiences, and discuss their assumptions, interpretations and any adjustments they make in their language use to cater for the perspective of speakers of the language.</p> <p>Students understand that spoken and written language may vary, noticing informal and formal forms and the use of exclamations. They recognise contractions, acronyms and abbreviations such as texting language. Students use metalanguage to discuss possessive forms and word order and are able to predict meaning and decode new words using dictionaries. They understand how language is used to create particular effects and influence others, such as through the use of rhetorical devices. They explain aspects of the studied language and culture/s and the importance of language and ethnicity as identity markers. Learners make connections between language use and cultural practices, values and assumptions, both in the language studied and in their own language use.</p>