

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, friends and family, pastimes, special occasions and the immediate environment	Share personal opinions and experiences with peers, comparing aspects of teenage life
Make plans and obtain goods or services in real or simulated situations, through corresponding and transacting with others using modelled texts	Interact with others to make decisions and solve problems when making plans or obtaining goods or services
Interact in class routines and exchanges by asking and responding to questions, following instructions, and seeking help and permission	Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement
Informing	
Identify meaning and locate factual information (such as details about people and events) from a range of spoken and written texts, and use the information in new ways	Engage with texts to locate information and infer meaning, state opinions on information obtained and present it in new forms
Present factual information and ideas about aspects of language and culture in oral, written and multimodal form	Convey factual information and opinions in texts such as reports and displays using graphics and multimedia tools
Creating	
Engage with imaginative texts such as cartoons, songs and stories, and respond by describing aspects such as characters, events and ideas and by creating new texts	Respond to aspects of imaginative texts such as character, ideas, events and setting by expressing reactions and opinions, and by modifying aspects
Create individual and shared texts with imagined scenarios, characters and events, using modelled language	Create a variety of texts to express imaginary people, places and experiences, drawing on aspects of personal and social world
Translating	
Translate and interpret texts such as descriptions, emails, signs and notices, using contextual cues and textual features, and noticing non-equivalence of meaning	Translate informative and imaginative texts comparing own interpretations with others and discussing what differs and why
Create bilingual texts such as signs, posters, games and descriptions for the classroom and the school community	Create bilingual texts for the wider community, such as notices and instructions, promotional material, performances and announcements
Reflecting	
Interact with peers and texts, noticing what and how language is being used, and considering own reactions and how these relate to own language and culture	Engage with texts and peers who speak the language, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments
Participate in learning and using the language, noticing how aspects of identity such as family background, age, school and interests impact on intercultural exchange	Interact with others, monitoring how identity influences intercultural exchange, and reflect on own identity
Understanding	
Systems of language	
Develop understanding of pronunciation related to single and combined sounds and the use of intonation in statements and questions, recognising spelling and using pronunciation conventions	Recognise pronunciation of the sounds of the language, and use of rhythm and stress in complex sentences
Develop knowledge of structures and vocabulary for describing people, places and things, such as pronouns, verbs, adjectives, word order and other elements of grammar	Develop knowledge of vocabulary and grammatical structures to extend meanings, such as cohesive devices and sentence construction
Recognise grammatical structures and features in a range of personal, informative and imaginative texts, and notice how these contribute to meaning	Develop understanding of textual conventions and how they shape meaning and influence responses
Language variation and change	
Understand that the language, like all languages, varies according to participants, roles and relationships, situations and cultures	Develop awareness of register, comparing language choices and considering how and why language varies in formality
Understand that the language has been and continues to be changed through interaction with other languages and cultures	Recognise how the language impacts and is impacted by social, political and cultural changes, such as new information and communication technologies
Role of language and culture	
Notice connections between language and culture in intercultural language use, recognising how words and expressions may be culture-specific	Understand the role of language and culture in shaping and conveying cultural identity including the multiple languages and cultures present in other countries and in Australia
Achievement Standard	
<p>By the end of Level 8, students share factual information and opinions about their personal worlds, including personal details, family, pets, friends, pastimes, school and neighbourhood. They interact with others orally and in writing, asking and responding to questions, and expressing preferences. They mostly use correct pronunciation of individual and combined sounds, and use formulaic expressions to sustain interactions. Students describe qualities of appearance, colour, character and condition, and identify quantities using numbers and fractions. They respond to and create texts to describe real and imagined events and characters. Students use the features of a range of personal, informative and imaginative texts and modelled language to assist with structure, flow and coherence in their own speech and writing. They form simple sentences and link ideas using conjunctions. They refer to others using pronouns and use these in possessive form. They refer to events in time and place using time markers and/or tenses. Students predict meaning based on knowledge of their first language, text features and key words, including loan words from English. They translate texts, identifying culture-specific language such as vocabulary related to cultural practices, artefacts and the environment. Students comment on their experiences of and feelings about using the language, observing how it fits with their sense of self.</p> <p>Students understand that the language is used by some communities in daily life and that it is constantly changing. They recognise that spoken and written forms can vary. They recognise the flexibility of sentence structure while adhering to rules of word order. They use metalanguage to describe and compare features and rules of sentence construction. Students recognise textual features in a range of text types, such as correspondence, narrative and dialogue. They notice how language changes according to people and their relationships, such as using informal language with friends and formal language with teachers and adults. Students make connections between aspects of their own language and culture, such as particular expressions or practices, and compare these with the studied language and culture.</p>	<p>By the end of Level 10, students interact with peers and adults using written and spoken language to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions. In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of verbs, pronouns, and noun forms. They apply knowledge of textual features such as salutations, sequences, and persuasive and emotive language to comprehend and create texts such as public signs, advertisements, announcements and websites. Students use embedded clauses to expand ideas, and create cohesion and interest by using cohesive devices. They refer to the past, present and future. Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They comment on their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and consider how they may also be perceived by others.</p> <p>They understand that language use varies according to context, purpose, audience and mode, and that languages change over time. They recognise colloquial forms and make connections between these and their formal counterparts. They use metalanguage to discuss features of language, texts and grammar such as sentence construction. They use bilingual dictionaries with confidence. Students recognise that the language borrows from a range of other languages. They comment on the connection between language and culture evident in language such as terms for artefacts, cultural practices, ideas and values.</p>