Languages (formerly LOTE) Pathway 1

Character languages

In Languages Pathway 1 (Character languages), standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Levels Foundation, 1, 2, 3 and 4 the Phases of Learning 1, 2 and 3 (formerly known as progression measures) provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 6. Progression point examples are available for Roman alphabetical, Non-Roman alphabetical and Sign language.

LOTE Pathway 1 (Character languages) – Progressing towards Level 6

Progression Point 4.5
At 4.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:
- comprehension of short, simple, factual spoken information, and discrimination between sounds and most tones when listening
- with teacher guidance, participation in oral interactions on simple prepared topics in the target language
- with teacher guidance, reading of short, familiar, modified texts for meaning
- use of letters and characters with correct stroke order and proportion in writing based on models

Progression Point for Level 5
At Level 5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:
- comprehension of simple, factual, spoken information, and discrimination between sounds and tones when listening; for example, matching items
- with teacher support, participation in oral interactions on simple topics in the target language
- with some teacher support, reading of short, familiar, modified texts for meaning
- use of substitution strategies in writing to generate changed meaning with characters, using correct stroke order and proportion

Progression Point 5.5
At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:
- comprehension of simple, factual, spoken information, and appropriate oral responses
- participation in oral interactions on simple topics in the target language including responding to non-verbal cues
- reading of short, modified texts for meaning, using previously learnt language skills and knowledge in new contexts
- use of known characters in linked sentences, with correct stroke order and proportion

Communicating in a language other than English
Intercultural knowledge and language awareness
- awareness of culturally appropriate behaviours and similarities and differences in cultural practice; for example, appropriate modes of address
- use of effective language learning strategies; for example, recognition of linguistic patterns

Intercultural knowledge and language awareness
- use of culturally appropriate behaviours when interacting with speakers of the target language; for example, bowing when greeting, making appropriate eye contact, and allowing for personal space
- use and evaluation of effective language learning strategies; for example, grouping of characters

Intercultural knowledge and language awareness
- use of culturally appropriate behaviours and language and understanding of similarities and differences in cultural practices in a range of familiar situations
- use of culturally appropriate writing conventions; for example, writing emails from left to right and not vertically in Character languages, word order
- confident use of and reflection on effective language learning strategies; for example, observing and using language rules

Languages Pathway 1 (Character languages) – Level 6 Standards

Communicating in a language other than English
At Pathway 1 Level 6, students participate in oral interactions to convey and receive information. Students demonstrate sound-discrimination effectively. In tone languages, students discern tone patterns in slowed speech.

Students show awareness of the language and cultural requirements related to a given topic; they adapt language and gesture appropriately for the role, audience and purpose of the discourse. They acquire and use new information and language, and recycle previously learnt language skills and knowledge in new contexts. They initiate and lead communication and respond to communication initiated by others.

Students apply their knowledge of word meanings, word associations and cognates to their own work.

Students organise and apply grammatical information and knowledge of words, conduct dictionary research, and work independently on defined projects using the language.

Students read short, modified texts for meaning. They read aloud effectively, and apply knowledge of familiar characters and punctuation in a range of contexts. They write characters, paying attention to shape, stroke order and proportion. They categorise the characters they have learnt into groups based on similarities in meaning, appearance, pronunciation or function, and introduce newly learnt characters into these schemata. They write sentences using appropriate characters and form paragraphs by following modelled examples. They use Pinyin/Rômaji for basic word processing. They explain distinctive rules relating to writing in the language, and apply strategies, using print and electronic resources, for checking and self-correcting their character use. They identify traditional techniques for writing.
**Intercultural knowledge and language awareness**

*Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.*

At Pathway 1 Level 6, students apply relevant conversational rules and expectations; for example, those related to politeness. They demonstrate understanding of cultural differences in writing conventions for specific discourse forms by producing equivalent items in another language.

Students demonstrate effective reflection on their language learning by sharing a learning strategy they use successfully, or by evaluating and improving a strategy they have tried. They interact with members of the language community in Australia as a means of extending their understanding of perspectives on the themes and topics studied in the classroom.

Students identify ways in which the language and culture has impacted on Australia and present information in written or oral forms in the language.
**Languages Pathway 1 (Character languages) – Progressing towards Level 8**

<table>
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<th>Progression Point for Level 7</th>
<th>Progression Point 7.5</th>
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<tr>
<td>At 6.5, the work of a student progressing towards the standard at Level 8 demonstrates, for example:</td>
<td>At Level 7, the work of a student progressing towards the standard at Level 8 demonstrates, for example:</td>
<td>At 7.5, the work of a student progressing towards the standard at Level 8 demonstrates, for example:</td>
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</tbody>
</table>

**Communicating in a language other than English**

- comprehension of the main ideas from simple spoken information, using strategies to assist understanding, and correct oral responses
- participation in simple spoken exchanges on familiar topics in the target language
- reading of short modified texts on familiar topics for meaning and locating/downloading simple information on topics studied
- use of strategies, when writing linked sentences on familiar topics based on models, to check/self-correct characters learned, showing an understanding of simple punctuation rules

**Communicating in a language other than English**

- comprehension of key information from simple conversations, using strategies to assist understanding and generate correct oral responses
- initiation of oral interactions on familiar topics, using simple utterances in the target language
- reading of modified texts and locating/downloading simple information on topics studied
- use of strategies when writing short paragraphs based on models, to check/self-correct characters learned, showing an understanding of simple punctuation rules

**Communicating in a language other than English**

- comprehension of the main points in conversations, using strategies to assist understanding and generate correct oral responses
- initiation of, and participation in, oral interactions on familiar topics, using simple structures
- reading of a range of modified texts in different text types and locating/downloading simple information on topics studied
- use of strategies, when writing short paragraphs based on models, to check/self-correct characters learned, applying knowledge to new contexts and showing an understanding of appropriate punctuation rules

**Intercultural knowledge and language awareness**

- awareness of some aspects of the culture of speakers of the target language
- knowledge of the target language, its speakers and where the language is spoken
- comparison of words and concepts in English and in the target language; for example, gender, word order

**Intercultural knowledge and language awareness**

- participation in simple intercultural scenarios and contribution to the cultural ambience in the classroom; for example, contributing pictures and realia to promote cultural perspectives
- reflection on their language learning through the use and sharing of effective strategies
- knowledge of register and structure in the target language; for example, nouns, verbs and adjectives

**Intercultural knowledge and language awareness**

- interaction with speakers of the target language to gain an understanding of diverse views and beliefs
- awareness of linguistic features that serve specific purposes; for example, words with a common stem, word order

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Standards and progression point examples

Languages Pathway 1 (Character languages) – Level 8 Standards

Communicating in a language other than English
At Pathway 1 Level 8, students recall most of the main ideas, objects and details presented with a topic in the language. They use a range of strategies to assist in listening comprehension.

Students adapt language and gesture appropriately for the role, audience and purpose of the interaction, demonstrating awareness of the cultural and language requirements of a range of situations associated with the topics being studied.

Students participate effectively in interactions such as role-plays and conversations on simple topics. They create simple original text for specific audiences and purposes in print and electronic form. They write paragraphs and linked sequences, using appropriate script and language related to the topic.

Students critically review their own writing. They draft their writing and use a variety of writing techniques and tools to present information in a range of text types. They locate and download information in the language from a variety of print and electronic resources including dictionaries and reference materials.

Intercultural knowledge and language awareness

Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.

At Pathway 1 Level 8, students actively participate in the creation and maintenance of the language and cultural ambience in the classroom. They select, interpret and present knowledge about the language, its speakers, and countries where it is spoken.

Students demonstrate understanding of aspects of interpretation and translation by using appropriate language and levels of respect in different circumstances, thus reflecting the relationship between the speakers of the language. They interact with a variety of speakers of the language from different countries and communities, including Australia, to gain understanding of diverse views and beliefs within and between these communities.

Students express their own views and values in relation to simple scenarios or propositions.

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## Languages Pathway 1 (Character languages) – Progressing towards Level 10

### Progression Point 8.5

At 8.5, the work of a student progressing towards the standard at Level 10 demonstrates, for example:

<table>
<thead>
<tr>
<th>Communicating in a language other than English</th>
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<tbody>
<tr>
<td>- comprehension of key facts and opinions in spoken texts, including an understanding of the use of pitch and tone</td>
<td>- comprehension and simple analysis of facts and opinions in spoken texts</td>
<td>- comprehension and simple analysis of facts and opinions in a wide range of spoken texts</td>
</tr>
<tr>
<td>- participation in oral interactions on specific topics, giving consideration to the audience and using generally correct recycled language; for example, extending a short dialogue with simple opinions</td>
<td>- participation in oral interactions on specific topics in new contexts with generally correct utterances and register in the target language; for example, extending an interaction with new ideas and opinions</td>
<td>- confident participation in oral interactions, with generally correct utterances and register; for example, extending an interaction with new information, ideas and opinions</td>
</tr>
<tr>
<td>- reading comprehension of a range of modified factual and simple non-factual texts, on known topics</td>
<td>- reading of different modified text types on selected topics, extracting meaning with the support of contextual and linguistic clues</td>
<td>- reading of a range of modified text types to extract information for summary or evaluation</td>
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<tr>
<td>- use of accurate script in linked sentences appropriate for the audience, context and purpose; for example, describing everyday events</td>
<td>- use of accurate script in a range of short original text types appropriate for the audience, context and purpose; for example, personal letters, speeches, stories</td>
<td>- accurate use of an extended range of characters in a range of text types in short paragraphs appropriate for the audience, context and purpose; for example, articles, journal entries</td>
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### Intercultural knowledge and language awareness

<table>
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<tr>
<td>- understanding of the range of perspectives held by speakers of a language in different settings, through interaction with the LOTE-speaking community</td>
<td>- awareness of language varying according to context; for example, the linguistic differences between written and oral language, as in a report</td>
<td>- context-sensitive language use, recognising similarities and differences in ideas and values in a variety of cultural situations</td>
</tr>
<tr>
<td>- understanding of language as a complex system and how cultural influences affect the way people behave and use language</td>
<td>- reflection on, and testing of, their understanding of language as a complex system</td>
<td>- use of appropriate language and mannerisms in a range of cultural settings</td>
</tr>
<tr>
<td>- awareness of language rules applied to, and patterns found in, speech and writing in the target language; for example, formal/informal address and register</td>
<td>- awareness of language rules applied to, and patterns found in, speech and writing in everyday situations; for example, formulaic expressions</td>
<td>- knowledge of the ways rules can be applied and transferred to other cultural settings; for example, protocol bowing, use of titles, and ways of addressing seniors</td>
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</tbody>
</table>
Languages Pathway 1 (Character languages) – Level 10 Standards

Communicating in a language other than English

At Pathway 1 Level 10, students identify relevant information and ideas from spoken texts. They spontaneously participate in interactions related to a specific topic, and employ insights from previous language learning in oral interactions.

Students effectively discriminate and use pronunciation, tone, intonation and metre. They initiate and maintain interactions to give and receive information and impressions.

Students reproduce the main features of grammar in the language, and identify differences between English and other languages. They identify ways in which intentions and ideas are expressed differently in different languages. They communicate information in translation and interpretation activities, demonstrating careful consideration of the needs of the listener or reader, and sensitivity to cultural similarity and differences in meaning and intent.

Students deduce relationships, mood, attitudes and social context from visual stimuli. They identify characteristics in the individual style of writers of the language in relation to the audiences and purposes for a particular text.

Students read texts and effectively extract main ideas and detailed information for use in new contexts.

Students read modified texts with fluency. They read for meaning and understand ways of using ideographic cues to extend understanding. They apply knowledge of characters and punctuation in new contexts and extend their range of familiar characters. They use a range of techniques for remembering and acquiring new character knowledge. They write linked paragraphs and some extended passages in print and electronic form. They use strategies for checking and self-correcting their character use, including using information and communications technology applications.

Intercultural knowledge and language awareness

Students demonstrate skills and knowledge in this dimension by the choices they make in formulating their response to, or use of, the language.

At Pathway 1 Level 10, students demonstrate an awareness of the extent and limitations of the language through creation of realistic applications of knowledge and skills in a range of situations. They demonstrate knowledge of the effect of word order and context on meaning.

Through accurate and context-sensitive language use, students demonstrate understanding of cultural influences on the ways people behave and use language. They use illustrative examples in the language to explain the differences and similarities between languages.

They demonstrate understanding of language as a complex system through strategies such as reflection, drafting, questioning linguistic relationships, observing and hypothesising. They test the validity of their understanding by referring to other speakers of the language, research and/or observation.

Students contribute to discussions about the general concept of culture, and the relationships between cultures, including the effects of migration and travel, by presenting illustrative examples. They identify general cultural patterns that flow across specific settings and times. They recognise nuances in meaning and
Standards and progression point examples

demonstrate an awareness of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings. They demonstrate an understanding of variations in cultural perspectives between speakers of the language in different settings, by effectively interacting with members of the language community in Australia.

In the language, students describe some of their present personal values and opinions, and compare them with previously held views.
## LOTE Pathway 1 (Character languages) – Progressing beyond Level 10

### Progression Point 10.5

At 10.5, the work of a student progressing beyond the standard at Level 10 demonstrates, for example:

**Communicating in a language other than English**
- comprehension and evaluation of key information in modified spoken texts, at times for reorganisation in another text type
- initiation, maintenance and closure of spoken interactions on familiar topics, using appropriate register, pronunciation, exclamations, gap fillers and key grammatical features
- understanding of gist and supporting ideas in a range of written texts
- use of text types and sentence structures to convey factual and non-factual information appropriate for the audience, context and purpose

**Intercultural knowledge and language awareness**
- exploration of intercultural perspectives to create language products
- understanding of language as a complex system of communication
- use of appropriate language and mannerisms, and awareness of cultural protocols in interactions with local language communities

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### Progression Point 11

At 11, the work of a student progressing beyond the standard at Level 10 demonstrates, for example:

**Communicating in a language other than English**
- comprehension and simple analysis of spoken texts with accurate recall of information
- initiation, maintenance and closure of spoken interactions on unfamiliar topics using appropriate language, register and culturally appropriate gestures
- fluent reading and understanding of the main points and supporting ideas in a range of texts
- use of a variety of text types and complex sentence structures to convey factual and non-factual information and opinions

**Intercultural knowledge and language awareness**
- exploration of intercultural perspectives to present information that has been modified for different audiences
- awareness of the dynamic nature of language, varying their language use in a range of cultural settings
- use of appropriate language and mannerisms, and acknowledgment of cultural beliefs, through communication with local language communities

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### Progression Point 11.5

At 11.5, the work of a student progressing beyond the standard at Level 10 demonstrates, for example:

**Communicating in a language other than English**
- comprehension of spoken texts with evaluation and simple analysis, and accurate recall of information
- spontaneous initiation, maintenance and closure of spoken interactions on diverse topics, using correct grammar, register and culturally appropriate gestures
- reading of texts to extract information, inferring significance from linguistic and contextual clues
- original writing, in various text types and writing styles using accurate language and expressing factual and non-factual information and opinions for specific audiences, contexts and purposes

**Intercultural knowledge and language awareness**
- exploration of intercultural perspectives to translate and/or interpret activities, clarifying culturally unique concepts
- awareness of the dynamic nature of language through translations that reflect an understanding that cultural and linguistic differences often prevent literal translation between English and the target language
- awareness of cultural norms and perspectives through communication with the LOTE-speaking communities in Australia and overseas