Roman alphabetical languages

In Languages Pathway 1 (Roman alphabetical languages), standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Foundation to Level 4 and 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 Non-Roman alphabetical, Character and Sign language.

Languages Pathway 1 (Roman alphabetical 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
- with teacher guidance, participation in oral interactions on simple prepared topics
- with teacher guidance, reading of short, familiar, modified texts for meaning
- use of models to convey simple factual information in short written phrases and sentences

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 on familiar topics; for example, matching items
- guided participation in oral interactions on simple everyday topics
- guided reading of short, familiar, modified texts for overall meaning
- use of substitution strategies or models to convey factual information or generate changed meaning in writing

Progression Point 5.5
At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- comprehension of the gist of factual spoken information and familiar items with appropriate oral responses
- participation in oral interactions on familiar topics including culturally appropriate gestures and body language
- reading of short, modified texts, using previously learnt language and knowledge in new contexts
- use of known words and formulaic language in a series of linked sentences
### Progression Point 4.5
At 4.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

**Intercultural knowledge and language awareness**
- awareness of culturally appropriate behaviours and similarities and differences in cultural practices; for example, appropriate modes of address
- use of effective language learning strategies; for example, gender identification

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### Progression Point for Level 5
At Level 5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

**Intercultural knowledge and language awareness**
- use of culturally appropriate behaviours when interacting with speakers of the target language; for example, making appropriate eye contact, and allowing for personal space
- use and evaluation of effective language learning strategies; for example, recognition of linguistic patterns, and cognates

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### Progression Point 5.5
At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

**Intercultural knowledge and language awareness**
- understanding of similarities and differences in cultural practices and the use of culturally appropriate behaviours and language in a range of familiar situations
- use of culturally appropriate writing conventions; for example, conventions for writing a letter
- confident use of and reflection on effective language learning strategies; for example, observing and using language rules
Standards and progression point examples

Languages Pathway 1 – 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.

A Students read a wide range of short and/or modified texts for meaning and for use as models in their own writing. They read aloud effectively and apply knowledge of pronunciation, punctuation, tone and letter–sound variations in particular contexts. Writing in paragraphs, they express themselves in a range of contexts and are sensitive to the audience and purpose of the writing. Using print and electronic resources, they draft, self-correct, access dictionaries, script check and present written products.

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 (Roman alphabetical languages) – Progressing towards Level 8

Progression Point 6.5
At 6.5, the work of a student progressing towards the standard at Level 8 demonstrates, for example:

Communicating in a language other than English
- use of strategies to assist understanding of core ideas in spoken information
- participation in simple conversations and role-plays on familiar topics
- reading of short, modified texts on familiar topics for meaning, selecting and locating core information
- writing of short paragraphs or linked sentences to provide simple information, showing a basic understanding that language follows a system

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

Progression Point for Level 7
At Level 7, the work of a student progressing towards the standard at Level 8 demonstrates, for example:

Communicating in a language other than English
- use of strategies to assist understanding and recall, responding orally to key information in simple conversations
- initiation of oral interactions and use of simple utterances on familiar topics
- reading of short, modified texts, evaluating simple information
- use of learnt language in writing short paragraphs, employing strategies for checking that show basic awareness of simple grammatical rules

Intercultural knowledge and language awareness
- participation in simple intercultural scenarios and contribution to cultural ambience of 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

Progression Point 7.5
At 7.5, the work of a student progressing towards the standard at Level 8 demonstrates, for example:

Communicating in a language other than English
- use of cues and strategies to assist understanding of key information and supporting details
- initiation of, and participation in, oral interactions on familiar topics, using short utterances to express facts and personal opinions
- reading, comprehension and evaluation of a range of short, modified texts and locating and downloading simple information
- use of recycled language and strategies to self-correct, demonstrating an understanding of the grammatical nature of language when writing linked paragraphs on simple topics

Intercultural knowledge and language awareness
- interactions 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
Languages Pathway 1 – 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.

Students read silently and aloud to extract and/or communicate information. They write and edit their own work in the language and identify areas where they need further assistance. They use accents, tone markers and punctuation where appropriate for the topic and context of the writing. They write in linked paragraphs for specific purposes.

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.
Standards and progression point examples

Languages Pathway 1 (Roman alphabetical 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:

- comprehension and recall of the main ideas from spoken texts, using aural and visual cues to identify the intention of the speaker
- participation in oral interactions, using appropriate register; for example, extending short dialogue with opinions and ideas
- reading of modified text types on selected topics to extract meaning with the support of contextual and linguistic clues
- manipulation of models, using accurate grammar and recycled language to express new ideas in writing for specific audiences and purposes

**Progression Point for Level 9**
At Level 9 the work of a student progressing towards the standard at Level 10 demonstrates, for example:

- comprehension of spoken texts with ready selection of relevant points of information and supporting detail
- participation in oral communication, using appropriate register and advancing the interaction with new ideas
- reading and evaluation of a range of text types deciphering meaning from contextual and linguistic clues
- writing of short original texts, using a range of text types appropriate to the audience, context and purpose

**Progression Point 9.5**
At 9.5, the work of a student progressing towards the standard at Level 10 demonstrates, for example:

- comprehension and evaluation of facts and opinions from a range of both modified and authentic spoken texts
- participation in, and initiation of, oral interactions; for example, extending an interaction with ideas and opinions in a new context
- reading and analysis of texts to extract their meaning for summary or evaluation including use of context to infer meaning
- original writing in different text types and a variety of styles appropriate to the audience, context and purpose, using connectives to add cohesion

**Communicating in a language other than English**

- understanding of the range of perspectives held by speakers of a language in different settings, through interaction with the LOTE-speaking community
- understanding of language as a complex system and how cultural influences affect the way people behave and use language
- awareness of language rules applied to, and patterns found in, speech and writing in the target language; for example, formal/informal address and register

**Intercultural knowledge and language awareness**

- awareness of language varying according to context; for example, the linguistic differences between written and oral language, as in a report
- reflection on, and testing of, their understanding of language as a complex system
- awareness of language rules applied to, and patterns found in, speech and writing in everyday situations; for example, formulaic expressions and contractions

**Intercultural knowledge and language awareness**

- context-sensitive language use, recognising similarities and differences in ideas and values in a variety of cultural situations
- use of appropriate language and mannerisms in a range of cultural settings
- knowledge of the ways rules can be applied and transferred to other cultural settings; for example, use of titles, ways of addressing seniors and directness
Standards and progression point examples

Languages Pathway 1 – 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.

A Students read selected texts with fluency. They read for meaning and to communicate information. They express themselves through extended writing in the language in print and electronic form. They recognise and use the conventions of a range of text types.

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 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.

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Standards and progression point examples

Languages Pathway 1 Roman alphabetical languages – Progressing beyond Level 10

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<td><strong>At 10.5</strong>, the work of a student progressing beyond the standard at Level 10 demonstrates, for example:</td>
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### Communicating in a language other than English

- Listening comprehension and accurate evaluation of essential information in modified and authentic texts, at times for reorganisation in another text type
- Initiation, maintenance and closure of spoken interactions using appropriate register, pronunciation, exclamations, gap fillers, and key grammar
- Reading of a variety of text types, demonstrating an understanding of their purpose and inferring attitudes and meaning from context, cognates and grammatical markers
- Original writing in different text types and styles appropriate to the audience, context and purpose, with correct use of tenses to mark time-shifts and self-editing to improve accuracy
- Listening comprehension, analysis and interpretation of factual and abstract information, showing an understanding of differing opinions and cultural contexts
- Initiation, maintenance and closure of spoken interactions on less familiar topics, using appropriate language and register, and culturally appropriate gestures
- Extended reading of texts for pleasure, extracting information and ideas for use in new contexts, and with understanding of nuance
- Original writing in a range of text types and styles, using some complex structures to convey factual and abstract information and/or opinions in grammatically accurate language
- Listening comprehension, analysis and evaluation of modified and authentic texts, with accurate recall of information
- Spontaneous initiation, maintenance and closure of spoken interactions on familiar and unfamiliar topics, using appropriate language and register, correct grammar, and culturally appropriate gestures
- Extensive reading for gist and understanding of the main points and supporting ideas in a range of texts, recognising key features of text types and styles
- Original writing in a range of text types and styles, using a variety of grammatically accurate structures to convey factual and abstract information and opinion, appropriate to the purpose of the text

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### 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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<td>• awareness of the dynamic nature of language, varying language use in a range of cultural settings</td>
<td>• exploration of intercultural perspectives to translate and/or interpret activities, clarifying culturally unique concepts</td>
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<tr>
<td>• use of appropriate language and mannerisms, and acknowledgment of cultural beliefs, through communication with local language communities</td>
<td>• 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</td>
<td>• awareness of cultural norms and perspectives through communication with the LOTE-speaking communities in Australia and overseas</td>
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