

Languages Other Than English (LOTE) Pathway 1

Ω Non-Roman alphabetical languages

In LOTE Pathway 1 (Non-Roman alphabetical languages), standards for assessing and reporting on student achievement are introduced at Level 4. The learning focus statements for Levels 1, 2 and 3 and Progression measures Parts A, B and C provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4. Progression points are available in four language categories: Roman alphabetical, Non–Roman alphabetical, Character languages and Sign language.

LOTE Pathway 1 (Non-Roman alphabetical languages) – Progressing towards Level 4

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Communicating in a language other than English

- comprehension of short familiar spoken items, using basic structures in response to simple listening tasks
- participation in simple spoken exchanges based on daily routines
- reading of short familiar texts with knowledge of the alphabet, the sounds of letters and some accents
- individual writing based on modelled examples, using basic keyboard skills in the target language

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Communicating in a language other than English

- comprehension of familiar spoken items and factual information, signalled by body language or modelled responses
- participation in simple role-plays and other oral class activities
- reading of simplified texts, using word banks
- writing of simple sentences, using dictionary skills to enhance reading and writing, and expansion of basic keyboard skills

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Communicating in a language other than English

- comprehension of familiar spoken items and factual information, showing discrimination between sounds and tones
- participation in conversations on familiar topics responding to non-verbal cues
- reading of short modified texts, using learnt language structures in new contexts
- written responses to cues from a text, using familiar structures and formulaic language

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 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

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 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 of effective language learning strategies; for example, recognition of linguistic patterns and cognates

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 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

LOTE Pathway 1 – Level 4
Communicating in a language other than English

At Pathway 1 Level 4, 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.

- Ω Students read short passages for meaning. They read aloud effectively, and apply knowledge of a range of accents, tone markers and punctuation in a variety of contexts. They express themselves through writing by generating original sentences in the language, using modelled examples which may be linked to form paragraphs. Using print and electronic resources, they draft, self correct, access dictionaries, script check and present written products.



Standards relevant to each of the other three language categories are available in LOTE Pathway 1 Level 4.

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 4, 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.

LOTE Pathway 1 (Non-Roman alphabetical languages) – Progressing towards Level 5
Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- comprehension of spoken texts, including familiar items based on their own experience and interests, and other factual and fictional information, identifying information accurately
- use of appropriate language to interact orally on simple topics
- reading of short modified texts on familiar topics and location/downloading of relevant information
- generation of simple written texts in linked sentences, based on defined topics, and manipulation of recycled language for new contexts

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 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- comprehension and recall of key ideas through oral and visual cues in simple oral interactions
- initiation of, and participation in, brief oral interactions, using appropriate language
- understanding of short, modified written texts and location of information by using ICT and other resources
- use of relevant information from generally familiar sources when writing linked sequences and short paragraphs

Intercultural knowledge and language awareness

- participation in simple intercultural scenarios and contribution to the 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 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Communicating in a language other than English

- comprehension and recall of key ideas from spoken texts, using cues and strategies to support understanding
- participation in short conversations and role-plays, modifying the language appropriately for effective cultural interaction
- understanding of a range of modified text types when reading silently or aloud
- short written paragraphs of relevant information on familiar topics using recycled language to include new ideas

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

LOTE Pathway 1 – Level 5**Communicating in a language other than English**

At Pathway 1 Level 5, 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.

Ω Students read short passages silently and aloud to extract and/or communicate information. They apply their knowledge of a range of accent markers and punctuation in reading and writing familiar and unfamiliar texts. They write in linked sentences and paragraphs on a topic

Standards relevant to each of the other three language categories are available in LOTE Pathway 1 Level 5.

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 5, 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.

LOTE Pathway 1 (Non-Roman alphabetical languages) – Progressing towards Level 6
Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- understanding of factual and fictional spoken texts by identifying key ideas
- participation in spoken exchanges on specific topic areas, formulating personal ideas and opinions in a variety of text types
- reading and comprehension of factual and non-factual content in a variety of text types
- construction of linked sentences in two or three paragraphs, in a personal or informative style of writing sensitive to context, purpose and audience

Progression Point 5.5

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

Communicating in a language other than English

- comprehension of spoken texts identifying main points and supporting detail
- confident participation in spoken interactions in given contexts, with appropriate use of language in specific topic areas
- confident reading and comprehension of modified and authentic texts
- writing of short original texts, using a range of text types appropriate to the audience, context and purpose

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- comprehension and evaluation of factual and fictional spoken texts, with ready selection of key and supporting points of information, and prediction of ideas
- initiation, maintenance and closure of oral interactions, using appropriate pronunciation, tone and intonation, and accurate use of language
- reading of texts, understanding their purpose and summarising and/or evaluating key ideas
- writing of original texts in a variety of text types and styles, applying appropriate grammar and extensive vocabulary

Intercultural knowledge and language awareness

- 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



LOTE Pathway 1 – Level 6

Communicating in a language other than English

At Pathway 1 Level 6, 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.

Ω Students read selected passages with fluency. They read for meaning and to communicate information. They apply their knowledge of accents and punctuation in both reading and writing. They express themselves in extended passages and linked paragraphs in print and electronic form.

Standards relevant to each of the other three language categories are available in LOTE Pathway 1 Level 6.



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 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.

LOTE Pathway 1 (Non-Roman alphabetical languages) – Progressing beyond Level 6
Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- comprehension and interpretation of both concrete and abstract information in spoken texts, with an appreciation of contrasting opinions and cultural contexts
- initiation, maintenance and closure of conversations presenting personal views on less familiar topics, using correct pronunciation, tone and intonation
- reading of seen and unseen texts of various types on a range of topics, with an understanding of their purpose, inferring attitudes and unwritten meanings
- writing of original text conveying information in different text types and styles, with logical sequencing of ideas, use of appropriate grammar, and a wide range of vocabulary

Intercultural knowledge and language awareness

- exploration of intercultural perspectives to create language products
- understanding of language as a complex system of communication

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- comprehension and simple analysis of both concrete and abstract information, in spoken texts with an understanding of ideas and opinions in various cultural contexts
- extension of oral interactions with new ideas, using appropriate register and accurate language
- reading of unfamiliar texts on a range of topics, responding to challenging ideas and reorganising ideas in another text type
- use of styles of writing for different audiences, contexts and purposes using complex sentence structures

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

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Communicating in a language other than English

- comprehension, analysis and evaluation of spoken texts uttered at near-normal speed
- maintenance and spontaneous extension of exchanges, using appropriate and effective language
- understanding of written texts, including text type, style and nuances
- writing of original texts in a range of text types and styles, using accurate language to convey factual and abstract information and opinions appropriate to audience, context and purpose

Intercultural knowledge and language awareness

- exploration of intercultural perspectives to translate and/or interpret activities, clarifying culturally unique concepts

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- use of appropriate language and mannerisms, and awareness of cultural protocols in interactions with local language communities

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- use of appropriate language and mannerisms, and acknowledgment of cultural beliefs, through communicating with local language communities

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- 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 communicating with the LOTE-speaking communities in Australia and overseas