

Languages Other Than English (LOTE) Pathway 2

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Character languages

In LOTE Pathway 2 (Character languages), standards for assessing and reporting on student achievement are introduced at Level 5. The Pathway 1 Level 4 standard in the *Intercultural knowledge and language awareness* dimension is assumed as students commence the learning associated with Pathway 2 Level 5. Progression points are available in four language categories: Roman alphabetical, Non-Roman alphabetical, Character languages and Sign language.

LOTE Pathway 2 (Character 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 limited personal and factual information on familiar topics, and discrimination between some sounds and tones when listening
- provision of simple information on defined topics, using correct pronunciation and tone
- understanding of the gist of short, familiar, modified texts with the aid of *Pinyin* (Chinese), using appropriate pronunciation, tone and phrasing when reading aloud
- awareness of the importance of writing characters in the prescribed stroke order
- awareness of culturally appropriate gestures and body language in oral communication

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 of basic personal or factual information on familiar topics, with recognition of cognates when listening
- expression of simple information on defined topics, using correct pronunciation and tone, and responding to verbal and non-verbal clues with appropriate gestures and body language
- understanding of the main points when reading short, familiar, modified texts, using support, such as *Pinyin/Furigana* for new vocabulary, with appropriate pronunciation, tone and phrasing when reading aloud
- use of appropriate conventions when writing characters, phrases and simple sentences

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 of personal or factual information on familiar topics when listening, and effective sound discrimination
- interactions on simple topics about daily routines, and reorganisation of language to express personal meaning, using culturally appropriate gestures and body language such as bowing
- reading and understanding of key points in short, modified texts, applying knowledge of familiar characters and punctuation, and using appropriate pronunciation, tone and phrasing when reading aloud
- simple linking of sentences to form paragraphs by following written models

Progression Point 4.25

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

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:

Intercultural knowledge and language awareness

- participation in simple intercultural role plays 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

Progression Point 4.75

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

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

LOTE Pathway 2 – Level 5**Communicating in a language other than English**

At Pathway 2 Level 5, students introduce themselves, greet and farewell others using the appropriate register and reproduce modelled use of language. They exchange simple information on topics such as daily routines and aspects of their world. They talk about themselves in response to questions, and ask questions in response. Students manipulate modelled language. They read or listen to passages and extract basic factual information on defined topics.

Students demonstrate effective sound discrimination. In tone languages, students discern all the tone patterns in slowed speech.

Students describe and use culturally-specific gestures and body language. They show awareness of the language requirements of a range of specific situations related to a given topic, and 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.

Students explore word meanings, word associations, cognates, and so on, and apply this knowledge to their own work.

字 Students discuss the differences between writing systems across languages. They read short, modified texts for meaning. They read aloud effectively, applying knowledge of familiar characters and punctuation in a range of contexts. They write characters using appropriate conventions for producing them (for example, with accurate shape and stroke order) and for the organisation of extended writing. They use *Pinyin/Rōmaji* for basic word-processing. They use strategies including information and communications technology applications, for checking and self-correcting their character use.

Standards relevant to each of the other three language categories are available in LOTE Pathway 2 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 2 Level 5, students actively contribute to the establishment of a physical and language environment in the classroom that reflects the language and culture. 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, possibly 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 2 (Character 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

- recall of the gist of spoken texts through oral responses to questions, and the ordering and presentation of information in a given format such as a diagram, graph or chart
- oral interaction in structured exchanges on familiar topics, using key grammar and generally appropriate pronunciation, tone and intonation
- understanding of the main ideas when reading simple, short modified texts
- use of simple original script and accurate language when writing, showing awareness of audience, context and purpose in connected texts

Intercultural knowledge and language awareness

- understanding of a 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

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

- recall of the main points from spoken texts through oral responses to questions, and the ordering and presenting of information in a given format such as a diagram, graph or chart
- oral interaction on factual topics, using recycled or modelled language and appropriate pronunciation, tone and intonation
- understanding of the key points of information when reading short modified texts
- use of accurate language, showing sensitivity to audience, context and purpose, when writing simple linked paragraphs in script on familiar topics

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, in formulaic expressions

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

- recall of the main ideas and details from spoken texts through oral responses to questions, and the ordering and presenting of information in a given format such as a diagram, graph or chart
- fluent oral interaction on specific topic areas, using key grammar, pronunciation, tone and intonation
- use of ideographic cues to extend understanding when reading short modified texts
- use of checking/self-correcting strategies, showing sensitivity to audience, context and purpose, when writing short passages on specific topics

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, protocol bowing, use of titles, and ways of addressing seniors

LOTE Pathway 2 – Level 6**Communicating in a language other than English**

At Pathway 2 Level 6, students recall most of the main ideas, objects and details presented in a topic. They reproduce the main features of grammar in the language and identify differences with English and other languages. They identify ways in which intentions and ideas are expressed in different languages.

Students identify relevant information and ideas from spoken texts. They discriminate and use appropriate pronunciation, tone, intonation and metre. Students use a range of strategies to assist in listening comprehension. They participate in interactions related to a specific topic and recycle language to express information and impressions effectively in oral interactions.

Students demonstrate awareness of the language requirements of a range of situations associated with the topics being studied, and adapt language and gesture appropriately for the role, audience and purpose of the interaction. Students communicate information in translation and interpretation activities, demonstrating careful consideration of the needs of the listener or reader, and sensitivity to cultural aspects (similarity and differences in meaning and intent).

Students read texts and identify and extract main ideas and detailed information for use in new contexts. For a particular text, they identify characteristics of the writing style in relation to the audience/s and purpose/s.

Students create simple original text for specific audiences and purposes. They use appropriate script and accurate language related to the topic. They create draft materials in writing and locate information in the language from a variety of sources.

字 Students read short, modified texts related to a topic, silently and aloud, with fluency. 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 short passages in specific contexts. They use strategies for checking and self-correcting their character use, including using information and communications technology applications. They employ strategies for broadening their language awareness and repertoire of script, structures and vocabulary from reading materials. They read for meaning and show an understanding of ways of using ideographic cues to extend understanding.

Standards relevant to each of the other three language categories are available in LOTE Pathway 2 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 2 Level 6, students generate their own applications for their language knowledge and skills in a range of realistic situations. They demonstrate understanding of cultural influences on the ways people behave and use language, through approximating accurate and context-sensitive language use. They use illustrative examples in the language to explain the differences and similarities between languages.

Through reflection, drafting, questioning linguistic relationships, observations and hypothesising, students demonstrate an understanding that language is a complex system. They test the validity of their understanding by referring to other speakers of the language, by research and by observation.

Students contribute to discussions about the general concept of culture, and the relation of cultures to each other, including the effects of migration and travel, by presenting illustrative examples in the language. They identify general cultural patterns that flow across specific settings and times. They identify nuances in meaning, and demonstrate awareness of the dynamic nature of language through the language and mannerisms they use in interactions in a range of cultural settings.

In the language, students describe some of their present personal values and opinions, and compare them with previously held views.

LOTE Pathway 2 (Character 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 of key facts and opinions from spoken texts
- initiation of, and participation in, conversations on specific topics, using generally correct language; for example, extending a short dialogue with simple opinions
- identification of key points and basic detail when reading of short modified texts on selected topics
- use of accurate script in short original texts appropriate for the audience, context and purpose; for example, describing everyday events

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

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 analysis of facts and opinions from spoken texts
- initiation of, and participation in, conversations on specific topics, using generally correct utterances and register; for example, extending a conversation with new ideas and opinions
- evaluation of information following reading of short modified texts on selected topics
- use of accurate script in a range of writing styles in short original texts appropriate for the audience, context and purpose

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 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:

Communicating in a language other than English

- wide-ranging listening comprehension and analysis of facts and opinions from spoken texts
- confident initiation and maintenance of conversations, using generally correct utterances and register; for example, extending an interaction with new ideas and opinions
- confident reading and analysis of modified texts on selected topics
- accurate use of an extended range of characters in a range of writing styles in short original texts appropriate for the audience, context and purpose

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 communicating with the LOTE-speaking communities in Australia and overseas