



Discipline-based Learning  
Strand

# LANGUAGES OTHER THAN ENGLISH

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### Revised Edition October 2009

This edition incorporates an addition of a sixth language category, Aboriginal Languages, to the Languages Other Than English domain.

Standards and protocols for the teaching of Aboriginal Languages appear in a separate booklet available for download from the VELS website (<http://vels.vcaa.vic.edu.au/aboriginal>).

This edition also contains revisions from January 2008 where the fifth language category, Classical languages, was added.



# Discipline-based Learning

The domains within the Discipline-based Learning strand form a body of knowledge with associated ways of seeing the world and distinct methods of exploring, imagining and constructing that world.

Broadly in line with academic literature and consistent with practice in many schools, the Victorian Essential Learning Standards identify the Arts, the Humanities, English and Languages Other Than English, Mathematics and Science as the disciplines for the curriculum over the stages of learning from Prep to Year 10.

Within the Discipline-based Learning strand the learning domains are:

- The Arts
- English
- The Humanities – Economics
- The Humanities – Geography
- The Humanities – History
- Languages Other Than English (LOTE)
- Mathematics
- Science.

Students who develop a deep understanding of the concepts contained in the discipline-based domains are able to apply their knowledge in many different ways. The degree to which they are able to transfer their knowledge depends largely on the degree to which students have achieved mastery over Physical, Personal and Social and Interdisciplinary learning.

Research suggests that students develop deeper understanding of discipline-based concepts when they are encouraged to reflect on their learning, take personal responsibility for it and relate it to their own world. These approaches are explicitly defined in the Physical, Personal and Social Learning domains such as physical education and personal learning.

Students are better able to develop, demonstrate and use discipline-based knowledge and skills when they are able to employ interdisciplinary knowledge, skills and behaviours described in the domains of Communication; Design, Creativity and Technology; Information and Communications Technology; and Thinking Processes.

# Languages Other Than English

## Introduction

Languages Other Than English (LOTE) contribute materially to the universal purposes of schooling and to the development of skills in thinking and reflection. They support the moral, social and economic initiation of young people into the culture and wider civilisation that surrounds them. Learning a language nurtures reflective, deep and creative thinking in specific ways, cultivates culturally distinctive fields of knowledge, and stimulates awareness of intellectual functioning. In unique ways, languages require learners to engage in self-reflection because effective communication in a new language requires the learner to move outside the norms, practices and acquired behaviours of their first language.

Languages infuse the entire curriculum with both taught and incidental insights into how knowledge is organised by different sociocultural communities, and introduce awareness of important distinctions in meaning, sound, and sound patterns, social arrangements, order and sequencing of information, categories and relations. These skills can directly enhance the general intellectual development of young people.

In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens, of increasing importance at a time of rapid and deep globalisation.

## Structure of the domain

The LOTE domain is organised into two pathways, the first consisting of six levels and the second of two levels. Each level includes a learning focus statement and a set of standards organised by dimension from Level 4 in Pathway 1 and Level 5 in Pathway 2.

## Pathways

As students may begin their LOTE studies at different stages, learning focus statements and standards are offered for two pathways which recognise the student's point of entry into the study:

**Pathway 1:** for students who begin learning a language in primary school and continue to study the same language to Year 10 (see page 11).

**Pathway 2:** for students who begin learning a language in Year 7 (see page 34).

## Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

## Standards

Standards define what students should know and be able to do at different levels and are written for each dimension.

In LOTE standards are introduced for assessment and reporting at Level 4. While it is clear that students gain most benefit from the study of another language when they begin this study in the early years, it is acknowledged that some schools choose to maximise the effect of their resources by introducing LOTE programs at different year levels with appropriate time allocations. In recognition of the cumulative nature of language learning, the LOTE domain includes progression measures which provide a typical sequence of second language development leading to Level 4. Regardless of the level at which the study of a language other than English is introduced, students will need to develop the knowledge and skills described in the progression measures before they attempt the learning associated with the Level 4 standards. These progression measures also assist schools that provide LOTE programs prior to Years 5 and 6 to assess and report effectively on student achievement.

Standards relevant to each of the six language categories appear beside an icon (see language categories, page 9) from Level 4 onwards.

## Dimensions

This domain has two dimensions:

- Communicating in a language other than English
- Intercultural knowledge and language awareness.

The two dimensions of the LOTE domain are intimately linked. *Communicating in a language other than English* allows learners to reflect on language as a system and gain cultural insight. In turn, *Intercultural knowledge and language awareness* can provide cultural guidelines for effective communication.

### Communicating in a language other than English

In the *Communicating in a language other than English* dimension, students learn the knowledge, skills and behaviours relevant to the specific language being studied. The skills of this dimension include listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The application of these skills requires knowledge of linguistic elements, including vocabulary and grammar. This dimension requires familiarity with a wide variety of texts and genres in print and electronic form.

### Intercultural knowledge and language awareness

Communication skills in a language other than English foster intercultural knowledge and awareness of language as a system. The *Intercultural knowledge and language awareness* dimension develops students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. Progress through this dimension is demonstrated through performance in the language being studied. The understandings are universal and are gained by comparing languages, including English.

Students gain an awareness of the influence of culture in the learner's own life and first language. Different languages and language communities organise social relations and information in different ways and values differ from one community to another. Through cultural self-awareness, the ability to rationally discuss and compare cultural differences is developed. This dimension involves developing curiosity about and openness to a variety of values and practices, as well as acquiring in-depth knowledge of the diverse cultural traditions of the source societies.

## Language categories

For the purposes of organising the learning demands on students, languages can be broadly grouped into six categories. Standards in the *Communicating in a language other than English* dimension include an initial section common to the Roman alphabetical, Non-Roman alphabetical, Character and Sign language categories and additional standards specific to each of these language categories. For Classical languages the complete standard is provided in the language category description. The standards, learning focus statements and protocols for teaching Aboriginal Languages appear in a separate booklet available for download from the LOTE domain section on the VELS website (<http://vels.vcaa.vic.edu.au/lotte>).

- A Roman alphabetical languages** – languages whose writing system, or means of being visually recorded, is Roman alphabetic, and whose reading demands on learners are similar to those of English (examples include: French, German, Indonesian, Italian, Spanish, Vietnamese).
- Ω Non-Roman alphabetical languages** – languages whose writing system is alphabetic but non-Roman, and for which a learner needs to acquire a new alphabet (examples include: Arabic, Greek, Hebrew, Russian).
- 字 Character languages** – languages whose writing system is either syllabic, ideographic, or a combination of syllables and ideograms, involving different reading processes from alphabet reading, and the learning of the new script (examples include: Chinese, Japanese).
- ✋ Sign language** – Australian Sign Language, or Auslan. For most learners this will also involve reading in English.
- 🏛️ Classical languages** – ancient languages not used as a means of everyday communication by a contemporary community. Consisting of Roman alphabetical languages (for example, Latin) and non-Roman alphabetical languages (for example, Classical Greek). Standards in this category apply only in Pathway 2 Levels 5 and 6.
- 🗣️ Aboriginal Languages** – Victorian Aboriginal Languages which involve the process of reclamation and the study of culture. Schools should follow the processes outlined in the *Aboriginal Languages, cultures and reclamation in Victorian schools: standards P–10 and protocols* booklet prior to incorporating this language category in their teaching programs. The booklet can be downloaded from the VELS website (<http://vels.vcaa.vic.edu.au/aboriginal>).

## Transition

Studies of LOTE are offered in a range of ways in schools. While studying one language other than English from Prep to the Victorian Certificate of Education (VCE) is ideal, some students change languages in the transition from primary to secondary schooling.

The development of the knowledge and skills acquired in the *Intercultural knowledge and language awareness* dimension is cumulative and continuity is maintained despite any change in the language studied. However, the *Communicating in a language other than English* dimension relates directly to knowledge and skills in a specific language.

## Background speakers

Many students bring an in-depth knowledge of another language to the classroom. Some of these students will have a language other than English as their first language and others may have lived in a country where the language is spoken. These students may progress more rapidly through some aspects of the standards in one or both dimensions.

# Pathway 1

## Introduction

The language curriculum is organised through themes and topics which are arranged to provide progressive and cumulative opportunities for students to develop language and cultural understandings. Themes and topics form the main organising principle for language study. The sequencing of activities and language content allows learners to build new skills, knowledge and attitudes on the levels they have already attained. This cumulative process supplies continuity and sequence to the learner and coherence for the teacher.

Four principles should guide the selection of topics:

1. Topics that are culturally, socially or linguistically distinctive to the particular language concerned. This will vary for different languages.
2. Topics that extend or reinforce or complement topics already covered and that permit an extension of the language expectations.
3. Topics that are relevant and of interest to the students.
4. Topics that integrate with themes, topics, or key areas being addressed in other domains.

All topic selection should be governed by its potential to contribute to systematic acquisition of the language and cultural understandings in one or both of the dimensions.

Opportunities must be provided for students to demonstrate not only their communicative competence, but also their intercultural understandings and language awareness, through practical applications of the language.

Within each theme and topic, time is devoted to the acquisition of new language, structures, communication conventions, ways of thinking about the topic/s and their expression, as well as comparisons between languages and cultures.

### Years Prep to 4

Students study language through themes and topics that introduce the key idea of the language domain: that many societies and many people within Australia normally use languages other than English for communication.

The dimensions are integrated to provide opportunities for students to exchange information and ideas based on the theme and topic, and the individual student's language competence at this level.

Activities that are appropriate at these levels may vary. The particular writing system used in the language being studied will affect the emphasis of the activities.

## **Years 5 to 8**

Students build language cumulatively by expanding language and cultural understandings they already have. The awareness that languages other than English are the normal means of communication for many societies and people is reinforced.

Themes and topics are selected and sequenced to allow learners to build new skills, knowledge and attitudes and are culturally, socially and linguistically appropriate for the particular language being taught. The topics contribute to systematic acquisition of the language and cultural understandings in both dimensions in an integrated way. Topics should be of interest to students at these levels and most topics should be familiar to them. They may be productively integrated with themes, topics, or key areas being addressed in other areas of the curriculum.

Teaching activities are diverse and aim to consolidate language and cultural understandings, and use a diverse range of materials and genres, texts and media in defined contexts.

Some students change languages in the transition between primary and secondary schooling. For information about the stages of learning for students in this situation, please refer to the information for Pathway 2 (see page 35).

## **Years 9 to 10**

Students participate in communication forums as competent members of the target-language-speaking community.

Themes and topics are selected because of their potential to contribute to systematic acquisition of the language and cultural understandings in both dimensions. Most topics will be familiar to students, should relate to their interests, and provide opportunities for deep investigation of issues, drawing on skills and knowledge acquired in other areas of the curriculum.

Students are encouraged to research and create their own contexts for demonstrating their language and cultural understandings. They use a range of learning tools, including multimedia tools, to encounter a wide range of language and cultural forms and practices. Both directed and independent learning is focused on acquisition of new language, structures, communication conventions, ways of thinking about the topic/s and their expression, as well as comparisons between languages and societies.

Teaching activities are diverse and consolidate language and cultural understandings, encourage risk-taking, and use many materials and genres, texts and media.

# Pathway 1 Level 1

## Learning focus

As students work towards the achievement of standards at Pathway 1 Level 4, they develop an understanding of the speakers of the language other than English and the countries, regions and communities where the language is spoken. In preparation for Level 4 standards, students need to develop the knowledge and skills described in the progression measures (see page 19).

Students are given opportunities to learn about the speakers of the language through the introduction of culturally relevant and age-appropriate stimulus materials, such as CD-ROMs and various digital media, videos, stories and guest speakers.

They understand that the language is used for communication, and that people outside their classroom also speak the language. They begin to understand that there are differences between the language and English. They become aware that there are various ways of doing things and that things are important for different reasons; for example, there are various special festivals at different times of the year, and that these are affected by geography and climate.

Students begin to use and respond to the language in the classroom, relating the language to what they see, hear and touch, and to topics related to self, home, family and to other classroom activities.

Through greetings, introductions, songs and other simple routines, students become familiar with the sounds of the language and clusters of words, and practise using the language. From the beginning, they hear words, phrases and basic sentences in use. Students are introduced to concrete language with repetitive patterns, and develop strategies for memorisation and comprehension. They start to interpret gesture and facial expressions, and use some of the non-verbal behaviour that is part of the language. As far as possible, students are immersed in hearing the language, whose meaning is made clear by:

- gestures (for example, indicating, touching)
- dramatisation (for example, role-playing, costume wearing, puppets, scenarios, imitating characters)
- singing (for example, acted parts, participation rhymes, choral practice)
- activities (for example, painting, Internet or multimedia games, digital learning objects, intercultural awareness games)
- conversing (for example, repeating teacher models, asking and answering scaffolded questions, identifying objects and their characteristics, using 'here and now' cues, labelling classroom and home objects)

- viewing (for example, video, graphic, visual and other stimulus material)
- dance.

Students participate in cooking, physical education, role games, painting, drawing, finger painting, puppet making and similar activities which locate the language in real communication contexts, hearing extended but simple stretches of the language and gradually using it themselves.

Students undertake the development of writing skills appropriate to the language being studied and communicate using explicit models with ongoing teacher support and scaffolding.

## Standards

In LOTE Pathway 1, standards for assessing and reporting achievement are introduced at Level 4. Schools that provide language programs prior to Level 4 should refer to the LOTE progression measures (see page 19) which provide a typical sequence of second language development. The Levels 1, 2 and 3 learning focus statements provide advice for teachers about learning experiences that will assist students to work towards the achievement of the standards at Level 4.



The learning focus statements and standards for the language category *Aboriginal Languages* are different to those written for the other five language categories. These are contained in the *Aboriginal Languages, cultures and reclamation in Victorian schools: standards P–10 and protocols* booklet available from the VELS website (<http://vels.vcaa.vic.edu.au/aboriginal>).

# Pathway 1 Level 2

## Learning focus

As students work towards the achievement of standards in LOTE at Pathway 1 Level 4, they learn about culture in context from stimulus materials. They learn that there are different ways of doing things and to identify what is familiar and what is different in their own and other cultures. In preparation for Level 4 standards, students need to develop the knowledge and skills described in the progression measures (see page 19).

Students start to understand and use the language other than English in structured situations and activities related to their local environment: self, family, home, classroom and community. To develop comprehension they respond non-verbally or by using key words or short phrases. They begin to use sets of words and sentences that are encountered frequently in the classroom, and to insert words into simple sentences. Students learn to recognise the printed form of familiar words that they have memorised. They begin to identify patterns and common elements in the language, and experiment with the language to express themselves.

As far as possible, students are immersed in hearing the language, whose meaning is made clear by gestures, dramatisation, singing, doing activities, conversing, viewing, etc. Students experiment with the language using words, phrases and basic sentences to express themselves. They begin to demonstrate understanding; for example, by using pictures, body language or gesture, performing actions or writing in the language. Students identify some common elements in the language that differ from, or are similar to, English and other languages with which they may be familiar.

Stimulus materials such as stories and readings, activities and games, multimedia resources, visual and graphic displays and Internet sites, encourage students to understand that the language is used normally for communication in these settings. Students are given opportunities to observe differences in the way the language sounds when used by different speakers, or in different contexts. They also identify features of communication, and where relevant, differences in dress, eating, greeting routines, ways of being polite and obvious cultural practices. They observe the processes of interpreting and translating.

Students continue to communicate by drawing on explicit models and with ongoing teacher support and scaffolding. They experiment with written or signed language and express themselves by approximating meaning.

## Standards

In LOTE Pathway 1, standards for assessing and reporting achievement are introduced at Level 4. Schools that provide language programs prior to Level 4 should refer to the LOTE progression measures (see page 19) which provide a typical sequence of second language development. The Levels 1, 2 and 3 learning focus statements provide advice for teachers about learning experiences that will assist students to work towards the achievement of the standards at Level 4.



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# Pathway 1 Level 3

## Learning focus

As students work towards the achievement of standards in LOTE at Pathway 1 Level 4, they begin to understand and use the language other than English in relation to their personal world, countries where the language is spoken (for example, its geography, history, aspects of shopping) and the world of the imagination. They begin to collect information in the language (for example, from the Internet or from modified texts). They start to explore the beliefs and lifestyles of people from other countries who now live in Australia. In preparation for Level 4 standards, students need to develop the knowledge and skills described in the progression measures (see page 19).

Students consolidate previously learnt language and extend their personal vocabulary and knowledge of language structures. They read short texts, talk about daily life and adapt language that they know to new contexts.

They discern patterns and make connections between the language and English (and possibly other languages) and understand that there are rules, some of which are common across languages and some that are not.

Students experience a wide range of voices and settings where the language is used, including extended passages in both oral and written form; for example, simple stories, legends, songs and rhymes. They collect information about the settings, countries and regions where the language is spoken. Through this and other stimulus material, students are encouraged to reflect on life in these countries, as well as their own.

Students are encouraged to identify a range of natural contexts for the use of the language, and the specific features of communication in these contexts. They recognise the use of the language in information and communications technology applications and experience it in multimedia computer texts.

They make links between knowledge about relevant geography and history, or ways of thinking about specific topics/issues (for example, number systems, bargaining or haggling when shopping, the influence of social relationships) and their understanding of the language and its use.

They use simple software applications to demonstrate understanding of known vocabulary and structures. They participate in very simple interpreting and translating routines.

Students communicate relying on models and with ongoing teacher support and scaffolding. They experiment with language and express themselves by approximating meaning.

## Standards

In LOTE Pathway 1, standards for assessing and reporting achievement are introduced at Level 4. Schools that provide language programs prior to Level 4 should refer to the LOTE progression measures (see page 19) which provide a typical sequence of second language development. The Levels 1, 2 and 3 learning focus statements provide advice for teachers about learning experiences that will assist students to work towards the achievement of the standards at Level 4.



The learning focus statements and standards for the language category *Aboriginal Languages* are different to those written for the other five language categories. These are contained in the *Aboriginal Languages, cultures and reclamation in Victorian schools: standards P–10 and protocols* booklet available from the VELs website (<http://vels.vcaa.vic.edu.au/aboriginal>).

# Pathway 1 Level 4

In recognition of the cumulative nature of language learning, the following progression measures provide a typical sequence of second language development leading to Level 4. Students will need to develop the knowledge and skills described in the progression measures before they attempt the learning associated with the Level 4 standards.

The progression measures for Aboriginal Languages are contained in the *Aboriginal Languages, culture and reclamation in Victorian schools: standards P–10 and protocols* booklet available from the VELs website (<http://vels.vcaa.vic.edu.au/aboriginal>).

## Progression measures

### PART A

#### Communicating in a language other than English

On completion of an initial period of learning, students of all LOTEs should be able to:

- repeat teacher-modelled use of the language
- participate in choral use of the language
- identify the names of visible objects and items from aural/visual cues
- introduce themselves, greet and farewell the teacher
- follow simple classroom directions
- recognise some culturally-specific gestures and body language, and demonstrate how these are used
- observe the process of interpreting and perform some of its simple features using single words or phrases.

**A** Students of **Roman alphabetical languages** should be able to:

- recognise the different sounds of similar letters, and demonstrate differences for key sounds
- identify letter–sound relationships and copy and trace letters and letter clusters and match them to sounds and words.

Ω Students of **Non-Roman alphabetical languages** should be able to:

- notice and discuss the different writing system, and practise writing individual letters and other symbols
- distinguish selected letter sounds from English, match sounds and letters, identify words for concrete items from cues, etc.
- copy or trace selected letters and match them to sounds and words.

字 Students of **Character languages** should be able to:

- notice and discuss the different writing system, and practise writing selected letters, characters or other symbols
- recognise characters associated with specific concrete items and their different sounds, matching symbols to meanings and forms
- trace or copy selected characters.

✍ Students of **Sign language** should be able to:

- notice and discuss the visual nature of communication
- demonstrate single signs and simple signed sequences
- recognise signs and simple signed sequences emphasising non-manual features
- produce simple manual signs and non-manual signs to participate in games and activities.

### **Intercultural knowledge and language awareness**

On completion of this period of learning, students of all LOTEs should be able to:

- demonstrate an understanding of some of the differences in how people eat and dress, sign and gesture, write and say things
- identify some of the relationships between selected letters, sounds or tones in the language compared to English or other familiar languages
- identify a cultural icon, geographic feature, famous building or cultural practice and make a simple statement about it in the language
- display an awareness of different ways of doing things in particular situations
- express their own preferences in the language, or by responding to cues given in the language.

## PART B

### Communicating in a language other than English

On completion of a second period of learning, students of all LOTEs should be able to:

- generate simple original sentences (including expressing likes and dislikes)
- introduce themselves, greet and farewell the teacher, and express thanks and apologies
- respond to simple questions about short songs, stories and rhymes
- extrapolate from familiar sounds, tone markers, signs, and so on, to spell new words
- write words/letters in context and in modelled sentences
- recognise some culturally-specific gestures and body language and integrate them into their own oral communications
- demonstrate the general characteristics of interpreting and translating in specific activities
- recognise variations in how people respond in daily situations and describe the values underpinning these responses
- recognise the use of the language in several media and information and communications technologies, and produce simple multimedia texts in the language
- demonstrate an understanding of variation in language use, depending on the audience and context.

**A** Students of **Roman alphabetical languages** should be able to:

- pronounce the sounds attributed to letters in context by reading aloud or repeating pronunciation associated with written words
- independently produce words in writing and produce original variations on modelled written sentences
- recognise and use accents and punctuation suited to the language, where applicable.

**Ω** Students of **Non-Roman alphabetical languages** should be able to:

- identify letter–sound relationships and practise pronunciation
- write words in context and in modelled sentences, including relevant accents and punctuation.

字 Students of **Character languages** should be able to:

- practise writing characters and other symbols and develop links between visual cues, sounds and meaning
- recognise fundamental differences between the use of an alphabet, as in English, and a different writing system
- read aloud and for meaning
- write specific characters associated with particular words or sounds
- identify and compare elements of punctuation in context in more than one language.

✋ Students of **Sign language** should be able to:

- develop comprehension through non-verbal means and by using sign language in simple conversations
- obtain meaning from non-verbal communication to follow instructions or to use the information for a purpose
- participate in real or simulated conversations and everyday transactions by imitating and adapting models.

### **Intercultural knowledge and language awareness**

On completion of this period of learning, students of all LOTEs should be able to:

- express their own preferences or views and communicate meaning for their own purposes in the language
- name some colours, shapes, objects, places and people associated with a country where the language is spoken
- identify two or more places, features, famous buildings, landmarks or cultural practices in another society, and describe some aspect of these in simple sentences in the language
- recognise variations in how people respond in daily situations and describe the values underpinning these responses
- participate in the creation and maintenance of the language and cultural ambience in the classroom
- recognise the similarities and differences between languages; for example, in sentence structures.

## PART C

### Communicating in a language other than English

On completion of a third period of learning, students of all LOTEs should be able to:

- write simple sentences based on modelled examples
- listen to short, simple texts and show understanding
- use a dictionary in guided situations to find the meaning of simple words and to expand their vocabulary resources
- use substitution strategies to generate changed meaning
- understand new words introduced into familiar written texts, predicting from clues
- use basic structures in response to simple questions
- construct questions themselves using information from the answers they receive in structured situations
- appropriately integrate many culturally-specific gestures into their oral communication
- use simple software applications to demonstrate understanding of known vocabulary and structures
- participate effectively in very simple interpreting and translating routines.

**A** Students of **Roman alphabetical languages** should be able to:

- read and respond to simple and familiar texts
- write in the language using modelled texts and generating original materials with teacher guidance.

**Ω** Students of **Non-Roman alphabetical languages** should be able to:

- read sentences on familiar topics
- practise writing by copying, using modelled text and generating sentences of original text.

**字** Students of **Character languages** should be able to:

- read and write known characters and other symbols and also expand their repertoire of known characters
- begin to understand that the number of characters that they can read is greater than those they can write, and to reflect on why.

 Students of **Sign language** should be able to:

- develop their comprehension of simple signed texts by identifying specific items of information when making choices, answering questions and relaying information to other participants in a signed exchange
- engage in exchanges to provide and obtain information about everyday activities.

### **Intercultural knowledge and language awareness**

On completion of this period of learning, students of all LOTEs should be able to:

- demonstrate an understanding of culturally appropriate values, responses and patterns of behaviour in particular situations related to the topics being studied
- identify and use key features of the language, such as grammatical gender, tones, formal and informal modes of address
- compare and contrast like events in cultures which use different languages
- explore a topic of interest through the language
- develop revision materials for language rules and applications to share with other students.

# Pathway 1 Level 4

## Learning focus

As students work towards the achievement of standards at Pathway 1 Level 4, they learn about cultural differences associated with the language other than English. They understand that Australian life and culture are influenced by these different ways of life. They learn why there are similarities and differences between languages, and how these are related.

Students begin to understand and use the language within the world of their own experience and imagination, with some topics drawn from other domains, including exchanging simple personal information and opinions, and creating and performing short skits in the language. They start to read and locate items of information in short texts and to write short paragraphs.

Students make logical attempts to decipher meaning from written and spoken material and begin to use resources such as dictionaries. They learn strategies for retaining language information for later use in new applications and develop an understanding of how parts of the language system work. They approach language learning as a problem solving activity as they consciously consider aspects of grammar.

Activities may include guided role-plays; cross-cultural simulations; use of multimedia (such as for guided Internet searching, research, exploration or collaboration, real-time interviews, surveys and emails); performing skits; community information gathering; a family language record; keeping a personal journal; and producing brochures, guide books, charts and captions. Activities designed collaboratively with teachers in other domains can be extended through translation, cultural adaptation or interpreting, or aspects of the theme or topic can be presented, complemented or extended through the language.

Students learn to communicate by referring to a range of implicit and explicit models and by responding to teacher prompting. They begin to function in open-ended situations, allowing variation and extension of language applications. They learn to speak and write effectively for a range of purposes and audiences, approximating meaning and authentic language use within defined topics. Examples could include writing an email or simple story, and ordering in a café or asking for directions.

## Standards

### 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.

**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.

**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.

**字** 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/rōmaji* 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.

 Students use simple signed texts and identify specific items of information, make choices, answer questions and relay information to other participants in a signed exchange. They convey personal or factual information in short, linked sequences. They engage effectively in exchanges to provide and obtain information about everyday activities. They use various information and communications technology applications for recording and conveying signed meaning.

### **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.



The learning focus statements and standards for the language category *Aboriginal Languages* are different to those written for the other five language categories. These are contained in the *Aboriginal Languages, cultures and reclamation in Victorian schools: standards P–10 and protocols* booklet available from the VELS website (<http://vels.vcaa.vic.edu.au/aboriginal>).

# Pathway 1 Level 5

## Learning focus

As students work towards the achievement of standards in LOTE at Pathway 1 Level 5, they develop their understanding that cultural diversity exists and that customs and traditions vary within countries and over time. They investigate the important elements that make up a language system and the particular functions of grammatical concepts, and learn that words may not have a direct equivalent in another language.

They begin to understand and use the language other than English within the world of teenage experience, on topics related to general interest, topics drawn from other domains and the world of learning. They start to exchange personal information, opinions, ideas, feelings and plans orally and through correspondence. They continue to adapt the language they use to suit the communication context, and practise managing shifts of topic and speaker. They explore the structure of texts and distinguish between major points and detail. Using various print and electronic resources such as dictionaries, reference books, CD-ROMs and websites, they locate and interpret information. They gain insight into the process of independent language learning.

Students reflect on culture and language, and the skills that can be acquired in intercultural understanding and language awareness. They begin to generalise and reflect on the relationship between languages and cultures beyond both English and the language being studied. They consider deeper cultural knowledge through the medium of the language, including concepts such as the cultural group's own names for its cultural and communicative practices.

Activities include a wide range of listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understandings and language awareness. Students consider the audience, purpose and appropriate language for each communication task.

Students communicate by referring to models and responding to prompting. They extend their knowledge of language and cultural understandings and use this knowledge to inform self expression in oral and written communication. They experiment with language and approximate accurate applications in new contexts and in open-ended situations. They explore a range of communicative tools and technology in their own research and development of original language.

## Standards

### 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.

- A** 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.
- 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.
- 字** Students read short, modified texts related to the topics being studied, silently and aloud. They apply knowledge of characters and punctuation in new contexts and extend their range of familiar characters. They write paragraphs by following modelled examples. They use strategies for checking and self-correcting their character use, including information and communications technology applications.
- ✋** Students demonstrate understanding of authentic and modified signed texts, including discussions, presentations and conversations emphasising communication between two or more participants. They present and request information and opinions on curriculum topics and topics of interest in class discussions, presentations and conversations, and justify decisions, express personal views and provide advice. They effectively use information and communications technology applications for recording and communicating in signed language.

### **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.



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# Pathway 1 Level 6

## Learning focus

As students work towards the achievement of standards in LOTE at Pathway 1 Level 6, they compare and contrast aspects of life in the LOTE-speaking country with those in multicultural Australia and other countries, and the impact of some of these aspects on the way people behave and use language.

They explore the extent and limitations of the language that they have learnt. They develop strategies for maximising and extending the skills and knowledge and cultural understanding they have acquired. They understand that language is a complex system with rules, and differences from English. They realise that words and concepts may not have a direct equivalent in another language.

Students extend their interactions to exchange information and opinions on topics such as leisure, relationships, study, careers and the media, and issues of concern to young people such as environmental issues, the impact of technology, and globalisation. They employ strategies for broadening their language awareness, and repertoire of script, structures and vocabulary, from reading materials. They draw on knowledge and skills from other domains to inform ways of applying language in new contexts.

They practise using language in an increasing range of contexts; for example, in the community, and begin to manipulate language to express their own personal meanings. They understand a range of spoken and written conventions in the language, and they initiate and participate in class and chat room discussion, conduct research using print and electronic resources, and reorganise information to produce effective extended spoken and written discourses in a range of forms.

Students become increasingly aware of the distinctive cultural, social and linguistic nature of the study of a language and acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. They contribute to decisions about the context for learning and the sequencing of topics according to their interests and needs, including future studies and career goals.

Activities include a wide range of listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understandings and language awareness.

Students communicate, referring to implicit and some explicit language modelling and in response to prompting. They learn to manage open-ended communications with effective approximations of accurate language for the context. They use a range of strategies for varying and extending language

applications, expressing opinion and organising information with careful consideration of audience, purpose and appropriate language for each communication task.

## Standards

### 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.

**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.

**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.

**字** 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.

 Students identify opinions, events, roles and themes in descriptive and informative signed texts, and present them in another format in order to provide personal reflection, a solution or a comparison. They synthesise and present information on topics of social and cultural importance in narratives, discussions and conversations in order to persuade an audience of a point of view. They use information and communications technology applications for research and recording and communicating in signed language.

### **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.



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# Pathway 2

## Introduction

Some students change languages in the transition between primary and secondary schooling. Pathway 2 describes programs designed for these students. Regardless of the language to be studied, 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. Standards in the Classical languages category commence in Pathway 2.

The language curriculum is organised through themes and topics which are arranged to provide progressive and cumulative opportunities for students to develop language and cultural understandings. Themes and topics form the main organising principle for languages. The sequencing of activities and language content allows learners to build new skills, knowledge and attitudes on the levels they have already attained. This cumulative process supplies continuity and sequence to the learner and coherence for the teacher.

Four principles should guide the selection of topics:

1. Topics that are culturally, socially or linguistically distinctive to the particular language concerned. This will vary for different languages.
2. Topics which extend, reinforce or complement topics already covered and that permit an extension of the language expectations.
3. Topics that are relevant and of interest to the students.
4. Topics that integrate with themes, topics, or key areas being addressed in other domains.

All topic selection should be governed by its potential to contribute to systematic acquisition of the language and cultural understandings in one or both of the dimensions.

Opportunities must be provided for students to demonstrate not only their communicative competence, but also their intercultural understandings and language awareness through practical applications of the language.

Within each topic, time is devoted to the acquisition of new language, structures, communication conventions, ways of thinking about the topic/s and its expression, as well as comparisons between languages and cultures.

While students will develop at different rates, generally students will aim to achieve Pathway 2 Level 5 standards by the end of Year 8 and Pathway 2 Level 6 standards by the end of Year 10.

## Years 7 to 8

As students commence Year 7, they are expected to have studied another language other than English to Level 4 standard in both dimensions. Further development in the *Intercultural knowledge and language awareness* dimension is based on student familiarity with at least two languages, one of which is likely to be English, to the standard required by the Languages Other Than English domain at the end of primary schooling.

Students study language through themes and topics that introduce the key idea of the language domain: that many societies and many people within Australia normally use languages other than English for communication.

Language learning is organised around topics which provide opportunities for students to develop language and cultural understandings progressively. The topic/s are selected because of their importance in the systematic acquisition of the language and cultural understandings related to the specific target language, and may also relate to, or complement, aspects of study in other domains.

The dimensions are integrated and provide opportunities for students to exchange information and ideas based on the theme and topic and the individual student's language competence at this level.

Within each topic and between topics, time is dedicated to the acquisition of new language, structures, communication conventions, ways of thinking about the topic/s and its expression, cultural knowledge and language awareness.

A wide range of activities are included in the learning program to encourage risk-taking and consolidation of language and cultural understandings.

Activities that are appropriate at these levels may vary, depending on the writing system used in the language being studied.

## Years 9 to 10

Students participate in communication forums as effective members of the target-language-speaking community.

Topics are selected because of their potential to contribute to systematic acquisition of the language and cultural understandings in both dimensions. Most topics will be familiar to students, should relate to their interests, and provide opportunities for investigation of issues, drawing on skills and knowledge acquired in other areas of the curriculum.

Students demonstrate their language and cultural understandings by adapting their skills and knowledge to their own uses. They use a range of learning tools, including multimedia tools, to encounter a wide range of language and cultural forms and practices. Both directed and independent learning is focused on acquisition of new language, structures, communication conventions, ways of thinking about the topic/s and their expression, as well as comparisons between languages and societies.

Activities that are appropriate at these levels may vary, depending on the writing system used in the language being studied.

Teaching activities are diverse and consolidate language and cultural understandings, encourage risk-taking, and use many materials and genres, texts and media.

# Pathway 2 Level 5

## Learning focus

As students work towards the achievement of standards in LOTE at Pathway 2 Level 5, they develop their understanding that cultural diversity exists and that customs and traditions vary within countries and over time. They understand that these influence Australian life and culture. They also learn about the basic geography and history of the country or countries where the language other than English is used and make comparisons with Australia and other countries associated with the languages they have previously studied.

Students learn why there are similarities and differences between languages, and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages.

Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practise exchanging simple personal information on topics such as self, friends, family, time, school, likes, dislikes, foods, daily routines and pastimes. They talk about themselves in response to questions, and learn to ask questions.

They begin to write short paragraphs, initially based on models and on memorised sequences, eventually developing independence. They apply basic word-processing skills using the language.

Students are increasingly aware that there are technical terms for parts of sentences, and that they need to reflect on words, and their function and place in a sentence. They learn to differentiate between, and pronounce, sounds and to make use of cognates between languages. They consciously consider aspects of grammar and approach language learning as a problem solving activity.

They make logical attempts to decipher meaning from written and spoken input, and use print and electronic resources such as dictionaries and CD-ROMs. They learn strategies for retaining language information for later use in new applications, and understand how parts of the language system work. Greetings, introductions, songs and other simple routines are used to introduce the sounds of the language and to encourage students to use the language. From the beginning, students are exposed to words, phrases and basic sentences in the language. As far as possible, students are immersed in hearing the language, whose meaning is made clear by:

- gestures (for example, indicating, touching)
- dramatisation (for example, role-playing, costume wearing, doll making, scenarios, imitating characters)

- singing (for example, acted parts, participation rhymes, choral practice)
- activities (for example, painting, Internet or multimedia games, digital learning objects, intercultural awareness games)
- conversing (for example, repeating teacher models, asking and answering scaffolded questions, identifying objects and their characteristics, using 'here and now' cues, labelling classroom and home objects)
- viewing (for example, video, graphic, visual and other stimulus material)
- dance
- reading aloud (for example, ancient texts which develop a knowledge of pronunciation and delivery in order to gain a full appreciation of the literary qualities of these texts) etc.

Students participate in a range of activities including cooking, physical education, games, drawing and puppet making which locate the language in real communication contexts, hearing extended but simple stretches of the language and gradually using it themselves.

Students communicate by referring to a range of models and responding to teacher prompting. They begin to perform in open-ended situations, allowing variation and extension of language applications. They speak and write effectively, approximating meaning and authentic language use within defined topics and contexts.

## Standards

### 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.

### A Roman alphabetical languages

- Students identify similar letters that sound different in the language. They read a range of short, and sometimes modified, texts for meaning. They read aloud and attempt to apply knowledge of pronunciation, punctuation, tone and letter–sound variations in particular contexts. They express themselves through writing in sentences and paragraphs in print and electronic form.

### Ω Non-Roman alphabetical languages

- Students describe the different writing system and write letters, words and short sentences. They read short passages for meaning. They practise reading aloud and attempt to apply knowledge of a range of accent markers and punctuation in a variety of contexts. They express themselves through writing, in print and electronic form, by generating original sentences which may be linked to form paragraphs.

### 字 Character languages

- 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.

### Sign language

- Students interpret information by comparing, discussing options and drawing conclusions. They create simple signed sequences to provide factual information and manipulate formulaic language to express personal meanings in live and simulated situations. They use information and communications technology applications for recording and conveying signed meaning.

### Classical languages

For Classical languages, the complete standard is provided below:

- Students read and interpret a range of significantly modified texts for meaning and extract basic factual information on defined topics. Students begin to write simple sentences using modified texts as a guide. They demonstrate an understanding of word meanings, word associations, cognates and derivatives and apply this knowledge to their own work. They manipulate modelled language at the level of simple sentences and identify, describe and discuss simple linguistic and grammatical structures of the language. Students show an understanding of morphological features such as case, gender, number, person, tense, mood and the importance of grammatical agreement. They demonstrate effective sound discrimination.

For Latin, students identify similar letters that sound different in the language, and read aloud, attempting to apply knowledge of pronunciation.

For Classical languages with a non-Roman alphabet, such as Classical Greek, students describe the different writing system and write letters, words and short sentences. They describe and discuss additional elementary linguistic structures, such as particles and aspect.

### **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 of a Classical language demonstrate an understanding of the target culture from an historical perspective leading to an appreciation of ancient life, history and culture associated with the language

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



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## Pathway 2 Level 6

### Learning focus

As students work towards the achievement of standards in LOTE at Pathway 2 Level 6, they compare and contrast aspects of life in the LOTE-speaking countries with those in Australia and other countries, and identify similarities and differences.

Students learn to recognise the extent and limitations of their language proficiency and develop strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages. They appreciate that direct transposition from English cannot occur. They reflect on their own learning styles and strategies.

Students interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers and the media, and issues of general interest to young people. They draw on knowledge and skills from other areas of the curriculum to inform their application of the language in new contexts. They communicate their own personal meanings through the language. They adapt their language to the task and reduce abstract ideas to the personal and concrete.

By initiating and participating in class and chat room discussion and writing tasks, students expand their knowledge of spoken and written conventions. They conduct research and reorganise information to present to others in a range of spoken and written forms.

Students understand the cumulative nature of language learning, and contribute to decisions about the sequencing of topics according to their interests and needs. They are aware of the distinctive cultural, social and linguistic nature of the study of a language. They acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. They contribute to decisions about the context for learning and the sequencing of topics according to their interests and needs, including future studies and career goals.

Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks, thereby gaining language awareness and intercultural understanding. They use a range of communicative tools and information and communications technology applications in their own research and development of original language.

Students communicate, referring to implicit and some explicit language modelling and in response to prompting. They extend their knowledge of language and cultural understanding and use this knowledge for self

expression in oral and written communication. They experiment with language and approximate accurate applications in new contexts and in open-ended situations. They use a variety of strategies for varying and extending language applications, expressing opinion and organising information.

## Standards

### 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.

### A Roman alphabetical languages

- Students read selected texts with fluency, both silently and aloud. They write and edit in the language in print and electronic form. They identify and use appropriate accent markers and punctuation. They write in linked paragraphs and produce extended text.

### Ω Non-Roman alphabetical languages

- Students read short passages for meaning, silently and aloud. They read short selected passages with fluency. They apply their knowledge of a range of accent markers and punctuation in both reading and writing. They express themselves in extended passages and linked paragraphs related to specific text types in print and electronic form.

## 字 Character languages

- 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.

## Sign language

- Students identify ideas, opinions and themes in signed texts from other domains by outlining, summarising and classifying the information presented. They engage in conversation and/or negotiation in order to make choices, resolve a problem, plan an event, or make arrangements with others. They use information and communications technology applications for recording and communicating in signed language.

## Classical languages

For Classical languages, the complete standard is provided below:

- Students read and interpret modified texts for meaning and identify complex linguistic structures, language use, content and context. They analyse modified and unseen texts, identifying and extracting main ideas and detailed linguistic information (using resources including information and communications technology). For a particular text, they identify characteristics of the writing style in relation to audience and purpose.
- Students manipulate modelled language at the level of complex sentences. They demonstrate an understanding of grammar through analysis of syntax and manipulation of morphology. They demonstrate an understanding of the use of mood in both main and subordinate clauses. They identify particular case-dependent structures such as the ablative and absolute in Latin and the genitive absolute in Classical Greek.

### 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.

Students of a Classical language describe and analyse aspects of social and political structures in ancient society and the development of these structures from a contemporary perspective. They identify issues of genre and purpose in writing by explaining, comparing and commenting on aspects of the historical and cultural background.



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**VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY**

41 St Andrews Place East Melbourne Victoria 3002 Australia

TELEPHONE +61 3 9651 4300 FACSIMILE +61 3 9651 4324

EMAIL [vcaa@edumail.vic.gov.au](mailto:vcaa@edumail.vic.gov.au)

WEB [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

