

Learning English: Achievement and Proficiency (LEAP)

LEVELS 11–14 LANGUAGE



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Department for Education

WRITING	Level 11	Level 12	Level 13	Level 14
<p>CREATING TEXTS</p> <p><i>See also overviews of Text types forms and functions for more detailed descriptions of expectations for various genres</i></p>	<p>Composes longer, structured and coherent examples of genres. In these texts they:</p> <ul style="list-style-type: none"> • appropriately choose the structure and feature of learning area texts according to the purpose of the text • demonstrate awareness of the audience and attempt to engage and influence through their language choices • construct developed introductory paragraphs and topic sentences that orient the reader to what is to come • include a more developed concluding paragraph • draw on examples and evidence from other sources and texts to support their opinions and begin to include bibliographies where appropriate 	<p>Constructs well-staged, longer, complex examples of genres and macro-genres. In these texts they:</p> <ul style="list-style-type: none"> • include a more complex introduction and topic sentences to clearly preview the content of the whole text and the paragraph respectively • use more formal, abstract and technical language to explore topics and issues, and to express their own opinions • select language features for particular purposes and effects, including to influence audience response • combine researched information from more than one source to describe and explain topics as well as to add authority and support their own opinions and begin to use conventions for citing others 	<p>Uses structural features flexibly to construct and organise well-staged, longer and complex examples of genres and macro-genres. In these texts they:</p> <ul style="list-style-type: none"> • construct detailed, well organised introductions, which may be comprised of two paragraphs, and topic sentences to clearly preview the content of the whole text and the paragraph • construct longer concluding paragraphs, where appropriate, by choosing skilfully from the text to summarise, restate and synthesise • select vocabulary and grammar that contributes to the precision and/or persuasiveness of the text • integrate information from more than one authoritative source and, with some accuracy, include bibliographies and conventions for citing others where appropriate 	<p>Constructs strategically staged, longer, cohesive texts to explore, interpret and analyse challenging and complex issues. In these texts they:</p> <ul style="list-style-type: none"> • construct detailed, well organised introductions and topic sentences that not only clearly predict content of whole text and the paragraph respectively but also capture the attention of the reader/listener/viewer • craft detailed, well organised concluding paragraphs to effectively complete texts and affect the audience • select language features for precision and stylistic effect and vary vocabulary choices for impact • evaluate, synthesise and acknowledge researched information from several sources appropriately and accurately to explain different viewpoints, attitudes and perspectives

GRAMMAR: Whole text level	Level 11	Level 12	Level 13	Level 14
COHESIVE DEVICES				
<i>Reference (such as pronouns and demonstratives/ pointers)</i>	<p>Uses reference items to pick up ideas from one sentence to elaborate and show logical connections to new ideas and develop arguments using:</p> <ul style="list-style-type: none"> • this and that: <i>Ned committed a number of villainous crimes. Despite this, he also ...; people often claim that he was very protective of his family. To add to that ...; traders built shrines and temples to practice their own faith. This was important because ...</i> • a reference item and summarising noun: <i>... more advanced with computers, truck, cars, ships and planes ...; this technology; these techniques; Ned ran down and saved him. He received a sash for this act; there are different interpretations ... One is ... Another idea is ...</i> 	<p>Uses reference to strengthen the internal structure of paragraphs as ideas from one sentence are picked up and carried forward using:</p> <ul style="list-style-type: none"> • this and that: <i>mining is bad because it digs up the earth and destroys animals' habitats. This is happening ...; when it was put into water that was hot, the particles were moving faster. This made the ...</i> • a reference item and summarising noun: <i>rocks could collapse ... Some people don't take this matter seriously; also in Source 2 it has a picture that shows what would happen to people if they had sinned. These tortures included ...</i> • 1–2 instances of this and that to offer an interpretation of a previous statement: <i>water for crops is becoming polluted. This means ...; the school has been closed until there is a full investigation. This is a problem because...; their colour is healthy, happy and bright. This shows ...</i> 	<p>Uses a combination of reference items, sometimes with summarising nouns to effectively strengthen the internal structure of paragraphs:</p> <ul style="list-style-type: none"> • to develop explanations and arguments: <i>some carbon atoms are different. They contain 8 neutrons. These are called Carbon-14 and are radioactive. This means they can decay and form into different atoms. This decay can be ...; they would not exercise ... may develop diabetes 2 or become obese. These 3 factors can cause; our hunters came running back to our tribe camp telling me that they had seen ghosts ... This encounter ...</i> • to offer an interpretation of a previous statement, series of statements: <i>... until the visits of the spirits. These visits enabled ...; the histogram is skewed to the left side. This is evident because ...; Scrooge shows that he cannot love even those who are the most lovable and loving ... His inability to love ... was the reason ...</i> 	<p>Uses reference items strategically to compact and carry forward ideas previously mentioned over multiple sentences or a previous paragraph so they can be elaborated on and interpreted: <i>the language used in this chapter ...; a particularly apt example ...; such word usage ...; we followed this procedure with every piece where 'this procedure' refers back to 7 steps outlined in the 3 previous sentences; these differences referring back to the previous paragraphs which stated two characters are different and exemplified how</i></p>
<i>Text connectives</i>	<p>Uses simple alternatives to text connectives in formal texts:</p> <ul style="list-style-type: none"> • <i>instead of 'firstly, secondly' chooses: one reason; my second reason; the first event; the next instance; the last event</i> • <i>instead of 'in conclusion' chooses: to sum up; due to all the evidence previously stated; to conclude</i> • <i> rhetorical questions as appropriate to the purpose and audience in arguments</i> <p>Uses text connectives to effectively make logical connections between paragraphs and sentences: <i>therefore, for example, for instance, to add to that; consequently; similarly; in addition; overall; indeed</i></p>		<p>Builds and manipulates alternatives to text connectives to strategically organise formal texts: <i>the main argument; one of the major events of the war; one important piece of evidence; the primary argument for an increase is ...; one of the features of ...; the most significant feature of ...; the first step to determining ...</i></p> <p>Includes less common examples of text connectives to make logical connections between paragraphs and sentences: <i>subsequently; consequently; yet; though; nevertheless; in fact; subsequently; thus; moreover; furthermore; additionally</i></p> <p>Manipulates the placement of text connectives to orient the reader to a specific aspect of the topic: <i>The British, therefore, came ...; Books, on the other hand, are ...; This setting, however, can ...; Dr X, on the other hand, thinks ...; The question is, therefore ...</i></p>	

GRAMMAR: Whole text level	Level 11	Level 12	Level 13	Level 14
COHESIVE DEVICES <i>Continued</i>				
<p><i>Sentence openers – Orientation to the message</i></p> <p>adverbs/ adverbial phrases (circumstances) and subordinate clauses to express</p> <ul style="list-style-type: none"> – time – place – cause – comparison – contingency – angle 	<p>Chooses sentence openers to orient the reader and give prominence to the message, using descriptive phrases and subordinate clauses orienting to:</p> <ul style="list-style-type: none"> • time: <i>As I set my line in the deep blue space; When foxes have chosen a territory, they ...; Right from the first scene where I saw Miss Honey, I ...</i> • place: <i>From the East to the West</i> • cause: <i>Because your singing and composing style is ...; Due to the foxes amazing ability to adapt ...; Since foxes and dogs are so closely related ...</i> • contingency: <i>With enough begging and pleading; Despite this; Instead of camels; Although it is all of those things</i> • angle: <i>as stated in the novel; in my opinion</i> 	<p>Chooses sentence openers to orient the reader, and organise the flow of information using more complex phrases and subordinate clauses of:</p> <ul style="list-style-type: none"> • time: <i>During a scene that is focused on a good character ...; After changing the two fractions into twelfths and then twenty-fourths ...; When adding heat energy to a chemical reaction ...</i> • place: <i>In a physical change</i> • cause: <i>Due to mining; Because we had some difficulties ...; Because of this</i> • comparison: <i>In contrast to the lengthy ship and mast</i> • contingency: <i>Even though this is true ...; If I was a peasant ...; With more tourists</i> • angle: <i>As a modern day person reading about Viking raiders, I ...</i> 	<p>Chooses sentence openers typical of more written texts using complex phrases and subordinate clauses of:</p> <ul style="list-style-type: none"> • time: <i>After 2 hours of swimming in fierce waters; After about a month of the natives' aggression building up; From the moment that Bob Cratchit is employed</i> • cause: <i>Based on this part of New Holland's plant restrictions and the fact that we could find no fresh water</i> • comparison: <i>Instead of pain and sadness</i> • angle: <i>Being a Franciscan priest and living in this church for all my holy life</i> 	<p>Strategically chooses complex phrases and subordinate clauses as sentence openers in highly written texts:</p> <ul style="list-style-type: none"> • time: <i>As your awareness widens; During the experimental process</i> • place: <i>Against this background</i> • cause: <i>Because of the law of conservation of energy</i> • contingency: <i>Without the inspiring leaders of the World Cup campaign, such as ...; Despite the fact that there is a lot of information in these pages</i>
<p>passive voice (to focus on the 'done to' rather than 'do-er')</p>	<p>Uses passive voice to remove the 'do-ers' and focus on things and ideas, rather than people: <i>Too much money is being spent,</i> rather than 'people are spending too much ...'; <i>The first results that were achieved,</i> rather than 'we achieved ...'</p>	<p>Uses passive voice strategically to orient the reader to:</p> <ul style="list-style-type: none"> • the process undertaken and to maintain flow by removing the 'do-er': <i>Task 1 was completed successfully; Layouts and designs of the whirly bird were provided; Since the time a whirly bird is in flight may be affected by the length of the wings and/or the size of its body, tests were conducted; Measurements were taken</i> • the 'done to': <i>I, along with others, was forced to undergo the eight month voyage; We have been instructed to ignore the inhabitants; After the dogs had been dumped by their irresponsible first owner; They should be made to pay a large fine and made to complete a responsible pet ownership course</i> • abstract ideas/issues: <i>The damage of these habitats needs to be looked at ..., rather than 'the government needs to look at ...'; The Gallipoli campaign is regarded as ...; In Turkey, the battle is perceived as ...; Australia's sacrifices need to be remembered</i> 		
<p>abstractions (through nominalisation)</p>	<p>Uses nominalisations to:</p> <ul style="list-style-type: none"> • shift from a focus on people to one of abstraction: <i>Trade along the Silk Road began, rather than 'people traded ...'; Their main diet instead of 'they eat'; A scribe's equipment included ..., instead of 'scribes used ...'</i> • compact information and make connections between ideas in text: <i>The fox is very adaptable ... This is not the only clever adaptation ...</i> 	<p>Uses nominalisation strategically to orient the reader to abstract issues: <i>The loss of habitats has ...; The safety of the workers is ...; The arrival of the First Fleet had lasting effects on ..., instead of 'after the First Fleet arrived ...'</i></p>	<p>Strategically uses nominalisation to:</p> <ul style="list-style-type: none"> • orient to abstractions using nominalisations within longer noun groups: <i>The variable that will be purposely manipulated in this experiment; The evidence shown in both the photos below</i> • orient to qualities, rather than people: <i>Craig Johnston's aspirations; Elizabeth and Georgiana's attachment</i> 	

GRAMMAR: Sentence level	Level 11	Level 12	Level 13	Level 14
	SENTENCE STRUCTURES			
Simple and compound sentences fragments (no verb) sophisticated and dense (but containing only one central verb/process)	<ul style="list-style-type: none"> varies length and complexity of sentences, and uses fragments appropriately for effect: <i>Everyone is so quiet. The woman sitting across from me is wearing a black beret and seems to be fixed on looking at something on the floor. I try talking to her but no response. Nothing.</i> begins to use non-finite clauses as participant/subject: <i>Giving to someone much less fortunate than yourself is a much better way to spend your money; Seeing a ship carrying a dragon head on the prow would have petrified me</i> 		<ul style="list-style-type: none"> composes sophisticated, dense sentences with non-finite clauses as participant/subject: <i>To have school uniform as a compulsory part of a school's identity is...; Going to school is not compulsory so many children, especially girls living in fields, haven't had any education at all</i> 	<ul style="list-style-type: none"> composes sophisticated, dense simple sentences with noun groups expanded around nominalisations and one central verb/process: <i>One of the features of this chapter is the development of certain characters; The graph shows the number of Australian casualties as a result of fighting against the Japanese and the Germans in World War II</i>
Complex sentences with subordinate clauses	Crafts both compact and lengthy sentences, with challenging structures, using:		Crafts well-formed complex sentences manipulating clauses and sentence structures for precision and effect using:	
subordinating (binding) conjunctions	<ul style="list-style-type: none"> less common subordinating conjunctions mostly accurately to express complex relationships: <i>while; once; even if; even though; except for; whilst</i> 	<ul style="list-style-type: none"> less common subordinating conjunctions accurately to express complex relationships: <i>since; ever since; as if; like; while; as though; though; except that</i> 	<ul style="list-style-type: none"> more written-like subordinating conjunctions accurately to express more complex relationships in formal academic texts: <i>whereas; rather than; wherever; whenever</i> 	<ul style="list-style-type: none"> multiple subordinate clauses: <i>This bullying occurs when students wearing less stylish or fashionable clothing are singled out and excluded because their families cannot afford to buy them trendy clothes</i> interrupting phrases and clauses with: <ul style="list-style-type: none"> circumstances: <i>This implies that Mr Bennett, with the departure of his two favourite daughters, is ...; Mrs Bennett, who, despite her granted wishes of opportune marriages for her daughters, remains nervous and silly; Don't just abandon your dog where, out of fear or hunger, it will attack children and other dogs!</i> clauses with subordinating conjunctions: <i>The language used in this chapter – as was imperative to Jane Austen – was indicative of the feelings and personalities of the people involved</i> non-finite clauses: <i>Kitty, taken away from the influence of Lydia and into that of Jane and Elizabeth, becomes greatly improved in mind and manner</i> relative clauses: <i>Mary, who remained at home, became ...</i>
non-finite clauses infinitive 'to + verb' form, meaning 'in order to' '-ing' form of verb '-ed/en' form of verb	<ul style="list-style-type: none"> non-finite clauses mostly accurately: <ul style="list-style-type: none"> to elaborate: <i>The sun etches closer to the horizon, reflecting the sea; Being a scribe, I collected all the taxes; They mark their territory, using a scent gland; Foxes answer this by digging holes and putting the uneaten food in the hole to come back to later; The fox is very adaptable, being able to live everywhere from a forest to a city</i> with some inaccuracies when adding a further clause: <i>Islam became known to other populations, beginning new ways of life and *gave people a sense of identity *(should be giving)</i> 	<ul style="list-style-type: none"> non-finite clauses accurately: <ul style="list-style-type: none"> to elaborate: <i>It would be different, depending who you were; Count Olaf has been found disguised as a teacher; He was found at 10 am this morning, having kidnapped two of the school's students; When it has contact with oxygen, it rusts, turning red ...; She said in a friendly way, sounding as if she genuinely wanted to help</i> to begin to interpret or add cause: <i>Evil characters generally have dark and dull lighting around them, adding a sense of scariness and fear; The Spanish defeated them, causing many to die</i> 	<ul style="list-style-type: none"> non-finite clauses: <ul style="list-style-type: none"> to elaborate: <i>Using the bionic eye, blind people ...; We are a poor family, struggling to survive; I am in the lower deck of the ship, enclosed by a sea of people; The median was worked out by arranging all the digits in numerical order and finding the middle number</i> to express interpretation, comment or cause: <i>They ... killed more of our elder men, forcing us to flee; There were at least fifty of us mining ..., causing a lot of competition to find the ...</i> 	
relative clauses	<ul style="list-style-type: none"> accurate relative clauses: <ul style="list-style-type: none"> to elaborate: <i>... a mysterious people called Sea Peoples, who destroyed Mycenae; ... a very attractive person, who is enjoyable to be around</i> to add comment/effect: 1–2 with varying precision: <i>... built on a rocky mountaintop, which would have made it easier to defend; ... provoked a confrontation with the police, which resulted in officers shot dead</i> 	<ul style="list-style-type: none"> relative clauses effectively to elaborate and to add a comment or make causal connection: <i>We kept the cups off the cold metal bench, which was a good way to control extra heat loss; Water spinning around in the limestone takes off little bits, which makes a smooth surfaced pool; The manager didn't do one of his calculations right, which resulted in his incorrect claim</i> 	<ul style="list-style-type: none"> complex relative clauses, combining and manipulating clauses, appropriately and effectively most of the time: <i>There is only one person, whom I can lean on when I'm standing in troubled waters; The land was not for sale, which, in my view, means that they do not own it and it is England's land now; We attempted to buy the land with our currency, with food and clothes among other luxuries, all of which were declined</i> 	

GRAMMAR: Group and word level	Level 11	Level 12	Level 13	Level 14
	VERBS AND VERB GROUPS			
Vocabulary	Choosing from an increasing range of verbs and verb groups to capture nuanced meanings, and complex expressions of time and probability in order to make complex, technical and abstract meanings with greater authority and precision			
Representing different processes action/doing	Chooses more precise and technical action: reinforce all four edges; attach string; our aim was achieved ; the sun etches closer; this could harm our pets; communities could experience different ways of life; we are still exchanging goods; vapour cools and forms clouds; we store water but we still need to purify it; troops captured Mycenae	Makes precise choices of action, adding authority: they will not hesitate ; Scar betrayed his family; students had to be evacuated ; we could utilise these funds; animals would have to relocate ; mining could potentially contaminate ; they were forced to seek out new places; they are always plotting against others; we can document it; children may be exposed to ...; as a result of being deprived of ... Begins to express abstract action and happening: they disturb the wildlife; the throne is restored	Expresses abstract action and happening: is the school uniform hindering you expressing your individuality; historians have to put forward arguments; a Federation did not actually unify Australia; they have been forced to undergo an eight month voyage Actions may be expressed metaphorically : people began to flood in ; the tide seemed to ease ; he passed away	Expresses abstract action and happening, which may also be metaphorical: deals with matters; served the purpose; his legacy extended beyond ...; sought reconciliation; raises points; by manipulating the variables; Australia was isolating itself; awareness widens ; applied more strength; exhibit great courage; encountered a few problems; facing realities; could eliminate the possibility; conveyed the joy; tower over her; to pursue happiness; she does not seem to shy from it
mental thinking, feeling, perceiving, sensing to represent inner processes	Chooses mental processes (as for Level 10) for more precision and to add shades of meaning: I still remember , people could enjoy new goods; I suppose you wish to tell me something; believe me; it doesn't convince her; she prefers it	Chooses mental processes to create different levels of formality (subjectivity or objectivity): I selected the novel; I realised ...; they discovered that ...; we can appreciate the reef; you have mistaken me; I can't help but believe ...	Chooses mental processes for more delicate and precise meanings often increasing formality and authority/sounding more expert: I can almost make out the faint outline; people tend to think ; the man doubts that ...; I was expecting to ...; he is reflecting on it; it disappoints us; courage is acknowledging your fear	
relating being (am, is, are, was were, will be) having (have, has, had, will have) causing (made)	Choices express more precise relationships and shades of meaning: • 'being' to describe and classify: it sounded very inviting; bushrangers are known to be lawbreakers; foxes belong to the same family; the character seems friendly; I chose grey to represent gloom • 'having': they appear to be having the time of their lives; their problems included ...; the keep would consist of many floors; these tortures included ... Uses some causing with greater accuracy (as for Level 10): this could mean animals will be endangered ; the amount of light affects how well plants grow ; they were affected by drought; obesity can cause diabetes; money can lead to greed	Uses a range of choices to show cause/effect relationships: jobs are created ; concerns about tourist's effect on the reef arose ; this allows parents to have time; his wrong calculations resulted in his incorrect claim; a 2 metre hull ensured that ...	Choices express more complex relationships and degrees of certainty: they contain 8 neutrons; his story relates to the poem; it involves expensive machinery; we appear to be ; the campaign is regarded as important; it indicates ...; it is considered a valid measure; they are now acknowledged as the founders; the battle is perceived as a defining moment; he defines it as ; religion is closely linked to happiness; she remains nervous; this implies that ...; it illustrates the accuracy Choices show more delicate cause/effect relationships: conditions caused ...; the campaign led to ...; the Industrial Revolution affected ...; choices that result in ...; advance in farm technology forced many people off the land; this enabled ...; that allowed ...; the war gave rise to ...; the consequences that may have followed ; this might cause too many nutrients; this continues to influence players	
saying to represent interaction	Chooses saying processes to reveal: • feelings: I whisper ; exclaimed Jess • stance as a range of voices and evidence: ... the Hittites also mention the Sea Peoples; people often claim that ...; some state otherwise; the author has described him as ...; the results show that ...; a major point that may suggest that ...		Chooses saying processes for more delicate and precise meanings often increasing formality and authority/sounding more expert: it is often debated ; Sergeant John Wilder recalled ...; a doctor commented ; we have been instructed to leap ; the lad recounted ...; it is suggested ; I urge all dog owners to register ...; refused to communicate ; Ellie chants to herself; I wasn't complaining ; Darwin proposed that ...; Frank Farina commented on it	

GRAMMAR: Group and word level	Level 11	Level 12	Level 13	Level 14
ADVERBS, ADVERBIAL GROUPS/PHRASES AND PREPOSITIONAL PHRASES TO EXPRESS CIRCUMSTANCES				
Vocabulary	Selects wide array of more complex circumstances to include important details and perspectives of events and express increasingly complex technical and abstract meanings			
<p><i>Expressing details surrounding the process</i></p> <p>place – where?</p> <p>time – when?</p>	<p>Uses precise and technical discipline-specific vocabulary to add details of:</p>	<p>Uses precise and technical learning area vocabulary and/or expanded noun groups to add details of:</p>	<p>Makes choices for appropriate level of precision, formality, and authority with details of:</p>	<p>Uses circumstances to express abstract and technical meanings, with noun groups often built around nominalisation to add details of:</p>
<p>manner – how?</p> <p>quality (in what way/ manner?)</p> <p>means (by/ with what means?)</p> <p>comparison (compared to what?)</p>	<p>• manner:</p> <ul style="list-style-type: none"> – quality: <i>in very military styled clothes; almost completely; safely; closely; more quickly; impulsively</i> – means: <i>communicates through barks and yelps; shown through both her appearance and her personality; surrounded by walls made of stone; with computers, trucks, cars ships and planes; with enough begging and pleading</i> – comparison: <i>like a mix between a dog and a cat</i> 	<p>• manner:</p> <ul style="list-style-type: none"> – quality: <i>breathlessly, chemically, wirelessly; in numerical order; behaviourally and socially; officially</i> <p>Note: Uses wide range of circumstances of manner to infer emotions, judgements and evaluation in text types such as narratives, arguments and evaluations. (See ‘Evaluative language’ section).</p> <ul style="list-style-type: none"> – means: <i>cover with a thin layer of growing medium; with more force; with natural methods such as windmills</i> – comparison: <i>in contrast to the lengthy ship and mast; lit up like the sun rising for a brand new day; described as a loathsome, horrible and evil man; unlike a television show; instead of pain and sadness this place is filled with happiness ...</i> 		<p>• manner:</p> <ul style="list-style-type: none"> – quality: <i>appropriately; extravagantly; at an accelerated rate; according to the Geneva Convention; in the same proportion; in an expanded geometric point of view; in a very different tone to the rest of the novel; in a manner that expresses a laidback approach</i> – means: <i>through techniques such as repetition, comparisons and the style of clever social commentary used so well by Jane Austen; with input from people with a whole range of different expertise such as chemists and botanists</i> – comparison: <i>like a leaf falls off a tree in the middle of autumn; as opposed to the more commonly used term</i>
<p>cause – why?</p> <p>behalf (for whom/on whose behalf?)</p> <p>reason (for what reason?)</p> <p>purpose (for what purpose?)</p>	<p>• cause: <i>for the sake of the song; due to the fox’s amazing ability to adapt</i></p>	<p>• cause: <i>for our economy and the Great Barrier Reef itself; because of the pollution of the water; due to lack of healthiness of water; for extra protection against waves and sea spray; as a result of the colonist’s coming</i></p>	<p>• cause: <i>as a result of the Industrial Revolution; because of convection current in the mantle; for the greater good of everyone; due to unsafe and unhygienic areas on the ship; from the deadly disease of dysentery; for our annual camping trip at a beach camping ground</i></p>	<p>• cause: <i>for his efforts in promoting the sport; because of their personalities and where and how they were brought up; out of fear and hunger</i></p>

GRAMMAR: Group and word level	Level 11	Level 12	Level 13	Level 14
	ADVERBS, ADVERBIAL GROUPS/PHRASES AND PREPOSITIONAL PHRASES TO EXPRESS CIRCUMSTANCES <i>Continued</i>			
Vocabulary	Selects wide array of more complex circumstances to include important details and perspectives of events and express increasingly complex technical and abstract meanings			
	Uses precise and technical discipline-specific vocabulary to add details of:	Uses precise and technical learning area vocabulary and/or expanded noun groups to add details of:	Makes choices for appropriate level of precision, formality, and authority with details of:	Uses circumstances to express abstract and technical meanings, with noun groups often built around nominalisation to add details of:
role – as what?	<ul style="list-style-type: none"> role: <i>as an introduced species</i> 	<ul style="list-style-type: none"> role: <i>as a world heritage site and a natural wonder of the world; as a teacher in Prufrock Preparatory School</i> 	<ul style="list-style-type: none"> role: <i>as Romeo’s confidante and a priest; as part of Federation Celebrations in NSW; as small gas particles; as prisoners of war of the Japanese</i> 	
angle – in whose view? according to whom?	<ul style="list-style-type: none"> angle: <i>from their perspective; in my opinion; to the people of the time; as a modern day person reading about Viking raiders, I know I see them ...</i> 		<ul style="list-style-type: none"> angle: <i>from the information in the sources provided; according to Source 4; according to my results; to some historians; in the eyes of Australians; according to the Geneva Convention</i> 	
contingency – in what circumstances? why/if? concession (despite what?) condition (in what case? under what conditions?)	<ul style="list-style-type: none"> contingency: uses 1–2 simple phrases to express concession: <i>despite this; despite the evidence; business would grow with more tourists; without tourists</i> 		<ul style="list-style-type: none"> contingency: <i>despite these useful aspects shown in the film; despite the fact that there is a lot of information in a few of these pages; despite her granted wishes of opportune marriages for her daughters; easy to control except for the weather conditions; without the inspiring leaders of the World Cup campaign, we would not ...</i> 	

GRAMMAR: Group and word level	Level 11	Level 12	Level 13	Level 14
	NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES			
Vocabulary	Choices of nouns and expansion of noun groups express shades of meaning and more specialised knowledge , often through more complex noun groups built around a nominalisation and/or using more precise and technical vocabulary to express abstract and discipline-specific meanings			
<i>Key nouns (the things central to the noun group)</i>	Uses expanded noun groups to express shades of meaning with more specialised key nouns (things): citizen; harvests; supplies; scene	Uses more complex noun groups with more precise and technical key nouns (things): ores and minerals; hull; prow	Chooses more complex noun groups using more precise and technical key nouns (things): allies; residence	Efficiently packs information in expanded noun groups to express more abstract and technical concepts through key nouns (things): foliage; advocate
nominalisations	Uses specialised nominalisations: <ul style="list-style-type: none"> for an abstract perspective: society; techniques; features; suspense; event; invasion; evidence to name and encapsulate complex processes: filtration; evaporation; air resistance; precipitation to express cause (as for Level 10) with 1–2 less common examples: several factors; an enormous effect 	Begins to use more complex noun groups built around a nominalisation : <ul style="list-style-type: none"> for precision and technicality: ecosystem; incident to express cause as a thing: reason; causes; effects; result; impact 	Uses a range of nominalisations to express shades of meaning : <ul style="list-style-type: none"> for precision and technicality: campaign; authority; civilization; compressions; variables; reforms to express cause: reason; effects; result; impact; benefit; consequences; outcome to express thinking and saying as a thing: conversation; theory; view; idea; voice; notion 	Chooses nominalisations : <ul style="list-style-type: none"> for technicality and formality: departure; traits; pursuit; imprisonment; origins to express cause (as for Level 13) and thinking and saying: afterthought; commentary; awareness to encapsulate key ideas/threads: usage; accuracy; approach; aspect; achievement; condition; influence; technique; variable
<i>Adding details in front of the key noun</i>	Combines and contrasts elements to create clear, accurate images with : <ul style="list-style-type: none"> describers: bright but soft; calm, peaceful and understanding classifiers: legal documents; native pea plant; drinking water supplies; warrior class; family comedy movie; low angle shots 	Includes greater use of specialised classifiers : archaeological evidence; oral testimony; domestic animal; a primary source; chemical reaction; medieval times; digestive enzymes; sediment layer; mining industry; natural underground systems; camera angles	Uses discipline-specific classifiers : bionic eye; greenhouse gas; alluvial gold; nomadic people; auditory and sight reflexes Often classifies abstract ideas (nominalisations): cottage industry; physical/visual representation; law and order system; endocrine/nervous system	Uses multiple classifiers : geographically isolated populations; the commercial cut flower preservative; a responsible pet ownership course
<i>Adding details after the key noun – qualifiers prepositional phrases as qualifiers</i>	Qualifiers using longer prepositional phrases for precision : swords like the one in Figure 2; records of harvests and food supplies; an orphan's life back in the 1930s	Qualifiers using longer more complex prepositional phrases often qualifying a nominalisation : the loss of vegetation and natural habitat; contamination of the underground coal and water system; a positive effect on our economic position; the main causes of the Bay's poor water quality and aquatic habitat loss		

GRAMMAR: Group and word level	Level 11	Level 12	Level 13	Level 14
Vocabulary	NOUNS AND NOUN GROUPS INCLUDING ADJECTIVES AND ADJECTIVAL PHRASES <i>Continued</i>			
	Choices of nouns and expansion of noun groups express shades of meaning and more specialised knowledge , often through more complex noun groups built around a nominalisation and/or using more precise and technical vocabulary to express abstract and discipline-specific meanings			
embedded clauses as qualifiers	Qualifiers using embedded relative clause, which may prune words assumed to be understood: <i>the children (who are) watching the advertisement at home; the money (which) they are spending; a native pea plant that is poison to foxes</i>	Qualifiers using longer embedded relative clauses for precision, which may ellipsis words: <i>artefact used in the time period being studied;</i> those who have attended day care before they start school; parts where tourists have littered or harmed coral and animals	Qualifiers using well-structured longer embedded relative and non-finite clauses, adding precision and authority: <i>the common view that Botany Bay was simply chosen as a place to dump convicts; the data that best represents the height variable in our class; the people who do not display good behaviour or refuse to do work; a group of electrodes which send electrical signals to the brain; several years of campaigning to try and make it into the world's best tournament; two of the main protagonists that have matured and developed throughout the book; moments in time that prove to us that life is worth living </i>	
multiple qualifiers	Begins to use multiple qualifiers: <i>an invasion of Greeks from the North called the Dorians; a mysterious people called the Sea People who destroyed Mycenae </i>	Uses multiple qualifiers: <i>healers who could stop the spread of disease brought by the European invaders; the raised lumps that spread over the faces and bodies of sufferers; threats of explosions that are very dangerous to the miners </i>	Uses multiple qualifiers, qualifying a nominalisation: <i>re-enactment of the landing of Captain Cook in Botany Bay; access to the flax and timber on Norfolk Island</i> <ul style="list-style-type: none"> and/or with a nominalisation in the qualifier: <i>benefits of using child labour in the cotton factories; signs of aggression towards our presence</i> 	Uses multiple longer and more complex qualifiers to express precise discipline-specific knowledge with authority: <i>the effect of dredging on the nitrogen and phosphorous cycles; the living conditions of the Australian soldiers during the war against Japan </i>

GRAMMAR: Group and word level	Level 11	Level 12	Level 13	Level 14
	EVALUATIVE LANGUAGE			
Vocabulary	Choices of evaluative language in a range of genres effectively express and evoke delicate shades of emotions, judgements, and authoritative evaluations to impact the reader, moving to metaphor and/or nominalisation ¹ to 'objectify' emotions, and moving to less emphasis on feelings and more on judgement and evaluation			
<i>Feelings and emotions</i>	<p>Begins to use nominalisation and more formal choices to refer to emotions: <i>my anxiety; the real thrill; the despairing life of an orphan; she didn't look nervous; she looked calm</i></p> <p>Uses a range of imagery to imply emotion: <i>heavy crying; the butterflies in my stomach</i></p>	<p>Uses nominalisation and more formal choices to refer to emotions more objectively: <i>gloom; self-pity; unease; reassurance; safety; felt terror; he feared that ...; felt inspired and thrilled; petrified</i></p> <p>Effectively uses a range of imagery to imply emotion: <i>sends shivers up my spine; tears start streaming down his face; his eyes are flashing from side to side; thoughts dash through my head</i></p>	<p>Chooses well between more vivid, evocative expressions of emotion and those that are more distant/objective as appropriate for the context and desired affect on the reader: <i>scream in agony; a strong sense of pride and belonging; miss them dearly; relieved; regrets; confusion; exhaustion; frustration; horrified; terror; terrifying; signs of aggression; speechless</i></p>	<p>Choices combine well to evoke emotion and impact on the reader appropriate to the context, often using nominalisations in expanded noun groups: <i>a shiver of hope runs down my spine; lack of regret; the joy (or lack thereof); unbearable pain; a feeling of national pride; a sense of satisfaction and delight; flood of panic; her fear is paralysing; paranoia; overrun by fear; his temper being driven to the edge</i></p>
<i>Evaluation of things</i>	<p>Combines elements across the text to provide more detailed, elaborated appreciation of things: <i>bright but soft lighting; look quite unique; not the only clever adaption foxes have; the Silk Road was very valuable; war was important in the life of the Mycenaeans</i></p>	<p>Begins to appreciate things in more formal and discipline-specific ways: <i>the most advanced technology around; terrible destruction; significant milestones; use it for constructive purposes; the most efficient oven; it made this movie such a top interest; the test is fair; the fastest, swiftest and fiercest ships; it was more successful/ unsuccessful; the figures would be more convincing</i></p>	<p>Appreciates things in more formal and discipline-specific ways: <i>poor quality/fertile soil; thriving community; well-illustrated and humorous; practical and long-lasting; up-to-date as well as interesting; not accurate or reliable; not skewed; valid measurement; strategic benefit; dominant sea power; unsanitary and unhygienic conditions; its usefulness</i></p> <ul style="list-style-type: none"> and/or with idiomatic metaphors: <i>outweighs the harm; dumping ground; turning point; defining moment</i> 	<p>Authoritatively appreciates things using formal and discipline-specific language: <i>valid science; accuracy; concise and deals with matters quickly and efficiently; blunt and to the point; as if it was an afterthought; light-hearted and satirical; an unusual and unwanted growth; biased; great detail; many facts excluded; vital point; key thing; best suited; essential</i></p> <ul style="list-style-type: none"> and/or with idiomatic metaphors: <i>a household name; a landmark event</i>
<i>Judgements of people (including characters and organisations)</i>	<p>Combines elements to provide more detailed, elaborated judgements of people: <i>awful, mean and aggressive person who hates children; very calm, peaceful and understanding; attractive person who is enjoyable to be around</i></p>	<p>Choices explicitly express judgements: <i>nothing but a nuisance; very intelligent; better socialised; more independent; great ship building skills</i></p> <ul style="list-style-type: none"> and imply judgements of people: <i>never purposely hurt anyone; sympathetically; fought with all their might; never show mercy or forgiveness; politely; lovingly</i> 	<p>Judges:</p> <ul style="list-style-type: none"> explicitly through more formal, objective language: <i>racist; greed; bravery; cannot love even those who are most loveable and loving; compassionate; inability to love; aggressively</i> and implies, often through idiomatic metaphor: <i>hardened criminals; were not willing to take it lying down; we travel down the same road, never learning from our lessons</i> 	<p>Choices combine well to explicitly express and/or evoke judgements of people: <i>logical; irresponsible; responsible; dangerous guerillas; not like a coward; her patience and kindness; placid; it was shameful to surrender; popularity; courageously; self-sacrificial; quick to jump to conclusions</i></p>

¹ It is helpful for teachers to see the nominalisations. They are the thing which takes the language to the higher level.

GRAMMAR: Group and word level	Level 11	Level 12	Level 13	Level 14
	EVALUATIVE LANGUAGE <i>Continued</i>			
Vocabulary	<p>Choices of evaluative language in a range of genres effectively express and evoke delicate shades of emotions, judgements, and authoritative evaluations to impact the reader, moving to metaphor and/or nominalisation to 'objectify' emotions, and moving to less emphasis on feelings and more on judgement and evaluation</p>			
<i>Varying the intensity</i>	<p>Varies intensity in more specialised ways to add nuanced meanings and sound more expert: <i>an actual battle; I can faintly distinguish; relatively long; much-loved poems; heavy crying; a downright villain; completely different continent; every spare cent; 100% truth; fairly similar; every single bone in your body; largely made up of; mainly right; the exact same amount; properly trained</i></p>		<p>Effectively varies intensity, creating impact and adding authority with more formal choices: <i>dreadfully sick; affected us greatly; pure love; true individuality; absolutely horrendous; she is practically my sister; could barely walk; matured dramatically; completely fulfilling and satisfying one hundred percent of the time; slightly bereft</i></p> <ul style="list-style-type: none"> and more academic ways: a dramatic decrease; expensive in the short term; cheaper in the long term; stretched to the limits; heavy casualties 	
Choices of evaluative language in a range of genres effectively express shades of modality to add authority and impact the reader				
<i>Modality to express degrees of: obligation (should/must) probability (may/might) usuality (always/usually)</i>	<p>Expresses modality with language resources beyond modal verbs accurately in most contexts through:</p> <ul style="list-style-type: none"> adverbs: <i>Ms Trunchball is definitely the bad person; it isn't likely that ...; the most commonly seen bird; people often claim ...; foxes usually hunt at night; the most frequently recorded outcome</i> processes: <i>I knew that she was a 'goodie'; children appear to be having the time of their lives</i> adjectives: <i>a typical bushranger; a definite lawbreaker; it could be equally likely</i> 	<p>Expresses modality with a variety of language resources accurately to convey appropriate levels of definitiveness in most contexts, often combining elements of:</p> <ul style="list-style-type: none"> adverbs: <i>they are certainly more independent; possibly build up: mining should definitely be banned; they can't possibly get enough; it could potentially contaminate the water</i> processes: <i>we might never know for sure; it tended to be drier; earthquakes and volcanoes seem to mostly occur; most people tend to think; it is thought that ...; his book suggested the British really wanted access to the flax and timber on Norfolk Island; in Turkey, the battle is perceived as a defining moment</i> adjectives: <i>it wasn't common; the most likely reason</i> nouns: <i>the score with highest frequency; there is no need; an urge to explore; an option</i> 	<p>Chooses and combines elements strategically to put forward ideas authoritatively, while showing an openness to other views and possibilities: <i>if this fact was included in the film, then perhaps it would've been more accurate as it would have clearly portrayed ...; there is the possibility that the chapter could have been longer – something that Jane Austen does not seem to shy from; one of the multiple theories is ...</i></p>	