

Language and literacy levels

Introduction

Acknowledgments

The *Language and Literacy Levels across the Australian Curriculum: EALD Students* has been developed by the Department of Education and Child Development, South Australia. The EALD Program, Literacy Secretariat, DECD would like to acknowledge the foundational work laid by the *SACSA ESL Scope and Scales*. Recognition is given particularly to John Polias as the writer, but also to the many consultants and teachers who implemented the Scope and Scales across the three schooling sectors in South Australia and beyond.

The support of all those who contributed to the development of this publication is also acknowledged, including the following:

Project Managers

Karyl Martin, Programs & Resources Manager, EALD B-12 (2012)

Ross Hamilton, Programs & Resources Manager, EALD B-12 (2013)

Lead Writer

Bronwyn Custance

Advisory Writing Group

Pam Boyle

Dick Doyle

Stella Emberson

Ross Hamilton

Camilla Karaivanoff

Carmen Liddane

Giuseppe Mammone

Joan Richards

Reference group

Don Boerema

Heather Carter

Stella Emberson

Ann Hamilton

Ross Hamilton

Carol Jones

Camilla Karaivanoff

Giuseppe Mammone

Bronwyn Parkin

Chris Payne

Ginny Pryor

Chris Thompson

Erika von Aspern

Sabrina Walker

Bev White

Thanks also go to the teachers in the 40 schools involved in trialling and providing feedback in 2012.



The Department for Education and Child Development requests attribution as: South Australian Department for Education and Child Development.

Introduction

The *Language and Literacy Levels across the Australian Curriculum: EALD Students* describes the development of Standard Australian English required to meet the increasing demands of the Australian Curriculum across the years of schooling from Foundation (Reception) to Year 10. This development of Standard Australian English is twofold. It involves developing:

- knowledge about the English language and how it works to make meaning i.e. language
- knowledge about how to use language appropriately and effectively in varied contexts i.e. literacy.

Within this document, the *Language and Literacy Levels across the Australian Curriculum: EALD Students* are referred to as the *Language and Literacy Levels*. It is primarily an assessment, monitoring and reporting document for all teachers, which can also be used to inform programming and planning.

The *Language and Literacy Levels* have been developed with reference to:

- the *Australian Curriculum Literacy General Capability: Literacy Continuum across stages of schooling*
- the *Australian Curriculum* phase one subjects: English, Maths, Science and History, with particular links made to the English Language strand
- the *English as an Additional Language or Dialect (EAL/D) Teacher Resource*
- the South Australian SACSA *ESL Scope and Scales* curriculum document with John Polias as lead writer.

Rationale and aims

The *Language and Literacy Levels* were developed by the South Australian Department for Education and Child Development to replace the *SACSA ESL Scales*, in line with the move from a state-based curriculum to a national one. (See Appendix F – Similarities to and differences from the *SACSA ESL Scales*.) The *Language and Literacy Levels* are intended to be used to:

- assess, monitor and report the language and literacy development (predominantly focusing on the development of formal written-like language) of any student, in particular high needs students such as EALD students
- determine the level of student language learning need
- identify the appropriate support category to inform and direct allocations of EALD funding
- inform programming & planning through the identification of key teaching points, learning goals and language level targets.

Literacy across the curriculum

Consistent with the beliefs and understandings outlined within the *Literacy Capability*, this document is based on the beliefs that:

- language is at the centre of teaching and learning across all learning areas
- students' abilities to use language to comprehend and compose the range of texts from all curriculum areas will determine their success in accessing, developing and demonstrating their curriculum knowledge
- all teachers are responsible for teaching the subject-specific literacy of their learning area
- all teachers need a clear understanding of the literacy demands and opportunities of their learning areas
- literacy learning appropriate to each learning area can (and should) be embedded in the teaching of the content and processes of that learning area
- for students who speak a language or dialect other than Standard Australian English at home, access to language and literacy development at school is vital.

Further elaboration of these points and the relationship of literacy to each learning area can be found in the Introduction to the Literacy Capability

Scope of the Language and Literacy Levels

The *Language and Literacy Levels* describe the development of language and literacy needed across the year levels to access and demonstrate curriculum knowledge, skills and understandings for all learning areas (with particular reference to the phase 1 learning areas: English, History, Mathematics and Science).

Since the primary use of the *Language and Literacy Levels* is as an assessment and reporting tool, the Levels focus on the productive aspects of literacy and language (composing spoken, written and multi-modal texts). They do not focus on the development of receptive skills (such as comprehending through listening, reading and viewing). However, some indicators of a growing ability to comprehend spoken English are included in the early Levels.

Levels 1-3 describe the beginning stages of development of Standard Australian English: learning to hear, understand and produce English sounds and words. For English-speaking background students, this is generally achieved before commencing school, but for many EALD students these Levels describe their early development of English at school. Level 4 describes the level of language and literacy expected towards the end of Foundation. Levels 5-14 each describe one year's expected progression and are aligned to the subsequent years of schooling from Year 1 to Year 10. They describe a high level of language skill needed for high level achievement of Australian Curriculum Achievement Standards for the aligned year level.

Because of their alignment with year level standards, the *Language and Literacy Levels* do not illustrate the complexities of second language learning. The complexities of EALD learning are described in the *English as an Additional Language or Dialect Teacher Resource*. See Appendix A for more information about the intersection between the *Language and Literacy Levels* and the *EAL/D Teacher Resource*.

The alignment of Levels with the language and literacy required to achieve at Year Level Standards means that any gap between these can readily be identified for a student. The wider the gap, the greater the difficulty is for the student to access and achieve within the curriculum. There will then be a greater need for explicit teaching, scaffolding and differentiation. The *Language and Literacy Levels* may also be a helpful guide regarding differentiation for high achievers, as it indicates how to extend their language and literacy capabilities.

Background

This document is underpinned by the social view of language that considers how language works to construct meaning in different social and cultural contexts as outlined in Background to the Literacy Capability, which states:

‘The social view of language enables insights into differences between ‘spoken-like’ and ‘written-like’ language, and the increasing complexity of language as students progress through school. ...

... As subject-based learning proceeds, particularly in the middle and later school years, the texts that students need to understand and produce take on increasingly formal and academic features employing technical, abstract and specialised ‘written-like’ language forms, in order to communicate complexities of meaning.’

The movement from ‘spoken-like’ (everyday, informal) to ‘written-like’ (technical, formal) language can be seen as moving along a *Register Continuum*. The language choices that students make when expressing and developing ideas, interacting with others and structuring and organising texts can be represented along this continuum as shown in Figure 1 below. Students are typically required to make choices that increasingly shift toward the right of the register continuum as they progress through schooling to meet the ever-increasing demands of specialised learning area curricula.

Register continuum

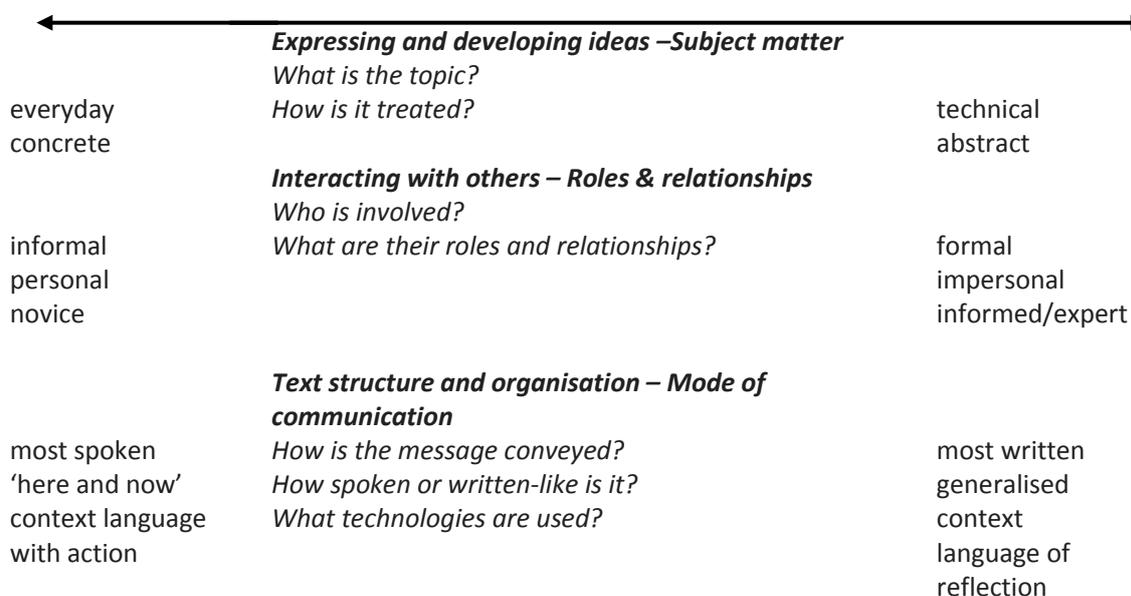


Figure 1 The Register Continuum

Relationship between the *Language and Literacy Levels*, Year level and Register Continuum

The *Language and Literacy Levels* are structured according to three year level groupings that correspond to those of the Australian Curriculum: Levels 1-6 correspond to Foundation to Year 2, Levels 7-10 correspond to Years 3-6 and Levels 11-14 correspond to Years 7-10. These broad groupings of Language and Literacy Levels also reflect students’ repertoires of language and literacy i.e. the range of contexts, texts and language (register range) for which the student is able to comprehend and produce appropriately, and/or the register range over which they are developing control. These relationships are depicted in Table 1.

Through descriptions and examples of language and vocabulary, the *Language and Literacy Levels* show the gradual and continual shift in language across the register continuum expected at each year level. The shift from ‘spoken-like’ to ‘written-like’ language is pivotal to success at school. Therefore the *Language and Literacy Levels* have a strong focus on the development of ‘spoken-language’ in the early Levels, ending at Level 6 where the focus shifts to the development of more ‘written-like’ language. However, it must be

noted that the 'written-like' language resources described within the Levels could be employed in composing formal and technical oral, written or multimodal texts. Visual language and visual texts are not given prominence within the document.

Note: Neither the Levels, nor the year level groupings correspond directly to the four phases of English as an Additional Language or Dialect as outlined in the *EAL/D Teacher Resource*. Since an EALD student can commence school as a new arrival at any year level, EALD students can be at any phase of learning English at any year level.

Table 1 Relationship between the Language and Literacy Levels, Year levels and the Register Continuum

Register Continuum

everyday, informal, spoken
written

more specialised and less formal

technical, abstract, formal,

**Register range of Levels 1-3/
Pre-Foundational**

At these levels, students:

- begin to communicate in familiar, highly supported contexts often relying on the use of visuals and gesture
- are more likely to and best able to communicate in one-on-one interactions with a known and trusted person, or through their first language or dialect
- initiate and respond to simple statements in familiar contexts, such as greetings, expressing needs and simple instructions
- begin to copy English words and very short texts, usually accompanying visuals
- compose visual texts to share experiences and express ideas and begin to use these to construct short spoken texts, typically still relying on supportive prompts and questions
- understand and use a restricted vocabulary, limited to high frequency, concrete vocabulary related to home and school.

**Register range of Levels 4-6/
Foundation - Year 2**

At these levels, students:

- communicate in a small range of contexts
- compose short spoken, written and multimodal texts about familiar things based on personal (shared) experiences, relying on modelled and predictable structures
- study topics across learning areas that centre on students' immediate physical and social worlds: family, school & community
- interact and learn through activities which are concrete and everyday, learning new vocabulary to expand, explore, and begin to describe and categorise their world in new ways, specific to learning areas
- interact in informal contexts with known and less familiar others (eg students & teachers from other classes) in informal school situations
- interact with the community through activities such as excursions, assemblies and other school-wide events, developing an awareness of socio-culturally appropriate ways of communicating in their new schooling context
- begin to interact in a small range of more formal but familiar school situations such as making an introduction at an assembly or presenting a brief talk to the class, delivering a message to the principal
- begin to develop skills for collaborative group work, recording and reporting back
- learn to communicate through spoken, written and visual texts at the same time, and to compose texts using a range of communication technologies
- develop sound and letter knowledge and control of print conventions in English.

**Register range of Levels 7-10/
Years 3 - 6**

At these levels, students:

- communicate appropriately and effectively in a wider range of contexts
- compose longer texts for a wider range of purposes, incorporating visuals and material from their own investigations and reference materials
- study more specialised fields across the learning areas that focus on investigating the wider social and natural worlds
- interact and learn both collaboratively and independently through problem-solving
- speak, write and present multimodal texts to groups in increasingly formal contexts
- take on a variety of more formal roles and relationships as they interact with larger audiences and unfamiliar people
- become more considered and critical in their responses and in the construction of their texts
- begin to provide reasons and evidence from a variety of sources for their statements and opinions
- develop further ways to express cause and effect
- begin to move from the specific to the generalised and from the concrete to the abstract.

**Register range of Levels 11-14/
Years 7 - 10**

At these levels, students:

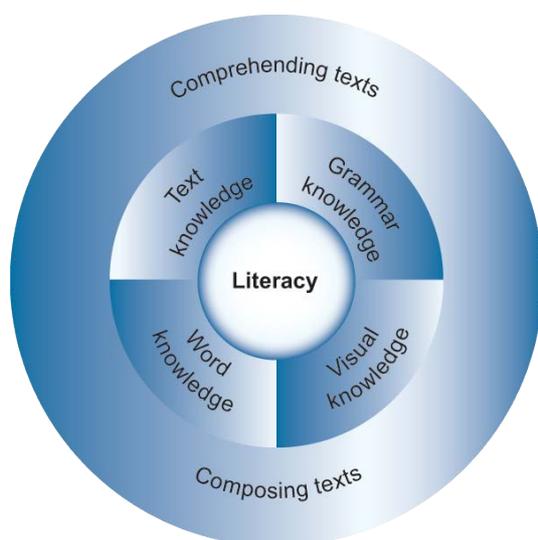
- communicate appropriately and effectively in a wide range of contexts many of which are becoming increasingly specialised, technical and abstract
- study more specialised, abstract and technical fields across the learning areas that focus on investigating complex issues, both practical and ethical, from state, national and international perspectives
- interact and learn both collaboratively and independently through problem-solving and resource-based learning often involving designing and conducting research investigations and critically evaluating ways of learning and investigating
- speak, write and present multimodal texts as informed speakers/writers in formal contexts and express ideas from different perspectives. Initially, complex issues are simplified to deal with two opposing sides but by the end of this stage students are expected to deal with multiple perspectives
- compose longer texts for a wide range of purposes, many of which are now macro-genres, digitally produced and increasingly have an analytical and/or critical focus. Within these texts they incorporate visuals and material from their own investigations and reference materials using referencing conventions
- interact with others and gather information through interviews, surveys and questioning
- critically examine and evaluate texts, performances, products and processes
- put forward reasoned arguments about issues using valid evidence, including drawing on others' expertise
- consider and represent cause and effect in more complex ways, such as multiple factors and consequences
- understand theories and explanations of phenomena, apply abstract theories to specific situations and see specific examples as evidence or as supporting or disproving hypotheses and consequently make generalisations.

**Beyond
Year 10**

Organisation

Organising elements

The *Language and Literacy Levels across the Australian Curriculum: EALD students* draw from the organising elements of the *Australian Curriculum Literacy Continuum*: Figure 2.



The primary purpose of the *Language and Literacy Levels* is to support the assessment, recording, tracking and reporting of language and literacy development, which is typically based on a set of student work samples (the production of spoken, written or multimodal texts). Therefore, it takes up only one of the overarching processes: Composing texts through speaking, writing and creating. All four areas of knowledge are included:

- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge (Note: this is only described as a sub-section of *Composing learning area texts* as indicated in the table below.)

Figure 2: Literacy Continuum Organising Elements

Language and Literacy Levels

Composing learning area texts

oral interactions and presentations (Levels 1-6 only)
composing learning area texts using visuals in multimodal texts
written texts

Text knowledge

organisational structures of learning area texts (See also Appendix E for range of text types)
text cohesion

Grammar knowledge

sentence structures
punctuation
words and word groups
expressing opinion and point of view

Word knowledge

understanding/using learning area vocabulary
spelling

Literacy Continuum

Comprehending texts through listening, viewing and reading

reading and viewing learning area texts
listening

Composing texts through speaking, writing and creating

exploratory language
composing spoken, written, visual and multimodal learning area texts
oral interactions
presentations

Text knowledge

organisational structures of learning area texts
text cohesion
navigating learning area texts

Grammar knowledge

sentence structures
words and word groups
expressing opinion and point of view

Word knowledge

understanding learning area vocabulary
spelling

Visual knowledge

understanding how visual elements create meaning
composing and comprehending learning area texts using visuals

Key aspects of language

Within the *Language and Literacy Levels*, the content of the organising elements of *Text knowledge*, *Grammar knowledge* and *Word knowledge* are further broken down into key aspects of language. These are then used as threads across the Levels, where the expected uptake and development of each aspect is described through indicators of language and literacy progression. The key language aspects are shown below.

Text knowledge

Text cohesion

- Foregrounding:
 - text and paragraph openers: headings and sub-headings, introductions, topic sentences and text connectives
 - sentence openers, including using passive voice to change what is foregrounded
- Reference: pronouns, determiners and substitution

Grammar knowledge

Sentence structures

- Simple sentences
- Compound sentences (using coordinating/linking conjunctions)
- Complex sentences (using subordinating/binding conjunctions, relative and non-finite clauses)

Punctuation

- Sentence level punctuation (capital letter to begin and full stop, question mark or exclamation mark to end)
- Basic punctuation: capital letters for proper nouns, commas in lists, between describers and after text connectives, apostrophes of contraction and possession
- Beyond basic: direct speech, other uses of quotation marks, commas to indicate pausing and separate clauses, semi-colons, colons, brackets and dashes

Words and word groups

- Verbs and verb groups:
 - representing different processes: doing, saying, sensing (thinking/feeling) and relating (being, having and causing)
 - tense (simple, elaborated and multiword verb groups)
 - subject-verb agreement
- Adverbs, adverb groups/phrases and prepositional phrases) to express details of circumstances: place, time, accompaniment, manner, matter, cause, role, angle and contingency
- Noun groups/phrases, including plurals, articles and nominalisation

Expressing opinion and point of view

- Evaluative language (expressing feelings and emotions, judgements of people, evaluations of things with varying intensity)
- Modality
- Expressing opinion directly

Word knowledge

Understanding/using learning area vocabulary

Spelling

Alignment to the Australian Curriculum

The development of language structures and vocabulary described within the *Language and Literacy Levels* has been cross-referenced with:

- the *Literacy Capability: Literacy Continuum* to ensure consistency of the levels of expected language development
- the *Australian Curriculum: English - Language strand*, particularly in relation to the content of the punctuation and spelling threads to ensure consistency of terminology
- *Phase 1 subjects: English, History, Maths and Science*, to draw relevant year level examples representative of a range of learning areas.

The *Language and Literacy Levels* provide greater detail and exemplification of the broad descriptors contained in the *Literacy Capability: Literacy Continuum*.

Implications for teaching, assessment and reporting

Pedagogical underpinnings

In line with the *Literacy Capability*, developing students' language resources and literacy repertoires is an integral component of teaching and learning within the Australian Curriculum. It is best developed when embedded within the teaching of the curriculum, where it is not only contextualised, meaningful and relevant, but also supports subject-based learning.

Fundamental to developing the language and literacy of high needs students such as EALD students is to work within a framework of high expectations and high support (Mariani 1997). This approach of high support maximises learning as students are challenged to extend their current repertoires and to close the gap between their language resources and those required for their year level.

Such an approach is underpinned by a systematic and explicit pedagogy, informed by Vygotsky (1976) and Bruner (1978 & 1985) and based on:

- teaching in advance of language development
- stretching students' knowledge and imagination beyond what they can readily do independently
- encouraging the use of strategies such as self-correction and trial and error
- customising support for individual learners, including modifying the level of support and the timing of its withdrawal as students move to independence.

A key principle of a systematic and explicit pedagogy is that it is informed by a deep knowledge of the curriculum, including its language and literacy requirements and assessment of learner need: assessment *for* learning.

A systematic and explicit approach to literacy teaching

Systematic

Systematic teaching is based on a planned and logical sequence of learning towards a desired goal. In response to the needs of learners, teachers plan teaching and learning activities as well as how they will monitor and assess learning. Working within the gradual release of responsibility model (Pearson & Gallagher 1983), the learner is brought into the zone of proximal development (ZPD) and supported and scaffolded to develop the required language knowledge and literacy repertoires to achieve curriculum success. The teacher adapts and modifies the level of scaffolding required as students gain control over new learning and move towards independence.

Explicit

Explicit teaching makes the language and literacy demands of the curriculum understandable to students. The teacher carefully unpacks how the language system works, why language choices are made, what the effects of certain choices are and how to use language in powerful ways. These include ways to express and develop ideas, to interact with, persuade and influence others, and to structure and organise ideas and interactions for different purposes across a range of contexts. By highlighting the language features needed to successfully communicate with different audiences in varying situations for specific purposes (e.g. explaining, entertaining, informing and persuading), the teacher unlocks the language of power needed to successfully complete learning area curricula and schooling pathways.

A teaching and learning cycle

An effective way to provide a systematic and explicit approach to literacy teaching is to employ a Teaching and Learning Cycle that comprises the four key stages of:

- setting the context
- modelling and text deconstruction
- joint construction
- and independent construction.

This cycle can be employed in any learning area and provides a framework within which teachers can explicitly teach the text structure and key language aspects of texts that form part of the learning. As students learn to comprehend and compose these texts, they are simultaneously building the knowledge, skills and understandings of the learning area. As teachers and students work through text deconstruction and joint construction, they also build a metalanguage, a language to talk about language, which they can then apply in subsequent learning.

Moving through these four stages in a unit of work, enables teachers to scaffold students' literacy development and to extend their language choices and develop curriculum literacies to access and demonstrate learning area knowledge and understanding. By varying the scaffolding and the degree of student independence, the teacher differentiates their teaching depending on students' levels of language and literacy skill. The teacher provides additional support to those who need it, whilst ensuring that all students can be successfully engaged in relevant, rigorous and meaningful learning.

Students learn at different rates and in any class there will be students at different stages of development. The development of literacy is no different. There are also many cultural and linguistic factors which can influence the rate of development when learning English as an additional language or dialect. These are elaborated in the [EAL/D Resource](#).

Assessment

The *Language and Literacy Levels* can support teachers to use assessment, *for*, *as* and *of* learning.

For learning

Assessment using the *Language and Literacy Levels* enables teachers to determine a student's current literacy level and the gap between where the student is and where they need to be – the desired goal. The teacher is then able to identify specific language elements, pertinent to a given learning area topic, particularly assessment tasks within it. The detail of the Levels supports the teacher to be able to clearly articulate the required learning and to be more intentional and explicit in their planning, teaching, feedback and assessment. This helps teachers to close the gap for students who are behind the expected year level.

As learning

Teachers can use the *Language and Literacy Levels* to develop assessment criteria and marking rubrics to share with students, along with examples of evidence of progression. Students can also use the *Levels* or assessment/marking rubrics to set their own learning goals and monitor their progress through the levels.

Of learning

One of the primary purposes of the *Language and Literacy Levels* is for teachers to use sets of student evidence to make judgements on student language and literacy development against the Levels and in so doing measure a student's achievement against year level standards.

The *Language and Literacy Levels* enable teachers to measure and report on the development of oral and/or written Standard Australian English. Therefore, evidence for assigning a level can be taken from spoken and/or written texts produced by a student. However, it is likely that students in the beginning phase of learning English will predominantly be producing oral texts and as such, Levels 1-5 make more specific reference to oral texts. Level 6 and beyond tend to focus more on written and formal spoken texts, such as oral presentations and role plays in formal situations (current affairs news reports, tutorials etc). Note also that both 'oral' and 'written' texts can be expanded and interpreted to mean 'digitally produced' and/or 'multimodal' texts.

References

Bruner, J. S. 1978 'The Role of Dialogue in Language Acquisition'. In Sinclair, A., Jarvella, R. & Levelt, W. J. M. (eds), *The Child's Conception of Language*. Springer-Verlag, New York

Pearson, P. D. & Gallagher, C. 1983 'The instruction of reading comprehension' In *Contemporary Educational Psychology*, 8 (3).

Mariani, L. 1997, 'Teacher Support and Teacher Challenge in Promoting Learner Autonomy' In *Perspectives* 23 (2), Italy

Vygotsky, L. 1976, *Thought and Language*, MIT Press, Cambridge, MA.

Guidelines for assigning a Level

When assigning a Level, teachers should:

- collect a set of evidence consisting of two texts for each student as per the *EALD Funding Notes* (eg preferably one factual and one creative or persuasive text: for R-1 the two texts should include at least one oral, for Year 2 and above both texts should be written continuous prose)
- take the text type into account when looking for language choices
- use the Levels document (eg Levels 1-6) to determine which Level best matches each item
- use a recording and tracking proforma (see EALD website) to record evidence for assigning a Level
- focus on the more frequent and typical language choices made by the student in their set of evidence
- determine from which Level most of the language choices have been made across the set of evidence
- participate in school-based moderation of Levels to ensure consistency and accuracy
- record Levels for students in a manner convenient for EDSAS entry.

For a detailed model process of assigning a Level see Appendix B. For a checklist for a whole school process to collect sets of evidence, assign Levels, enter them into EDSAS and use the Levels to track student progress see Appendix C.

The Levels as a continuum

The 14 Language and Literacy Levels are to be seen as a continuum that describes the ways in which students' language resources and literacy repertoires are continually expanded. This is a process of expanding and adding to a language tool kit, not one of replacing poor language for better ones. As such, levels do not necessarily repeat items from one level to the other. Rather, the levels are to be seen as cumulative, where a student at any given level is presumed to have access to and control over the range of language resources described in all the previous levels. For example, in terms of the use of conjunctions to form compound and complex sentences, it is presumed that a student who is demonstrating use of conjunctions such as *since, as, unless, once, although* would also be

appropriately using conjunctions such as *and*, *but*, *because*, which are mentioned in earlier Levels, but it is not necessary for us to look for or note evidence of these.

Explanation of quantifying terms used within the Levels

The description of the progression of language and literacy across the Levels is complex and multi-faceted as it attempts to take into account aspects such as:

- quantity/range: how many instances of use of a feature are evident and how many different choices/examples are evident?
- accuracy/control: is the student able to use the feature with grammatical accuracy and regularity?
- appropriateness/choice: is the language feature used appropriate for the given text/context and to what degree is this based on modelling or an independent, 'deliberate' choice
- quality/effectiveness: how specialised and technical or precise, refined and sophisticated are the language features and to what degree are they effective for the given text and context?

In an attempt to describe the increasing range of resources, the following terms have been used as a continuum: strictly limited, very limited, limited, narrow, small, wide, wider, full, extensive. These terms should be interpreted in terms of the full range of resources available in English. The examples included will, in many cases, assist in distinguishing between adjacent Levels. It should be noted, however, that rather than seeing specific examples as evidence of a particular level, the examples are merely indicative of the type and level of precision typically found at that level. The examples also need to be read in the context of the descriptors that precede them. The descriptors often provide further guidance regarding expected number and frequency of instances of use, range of types, levels of precision and appropriateness and accuracy of use.

As a guide, the following terms used within the Levels can be interpreted as:

- begins to use: 1 or 2 instances (may be the same resource) and may not be used accurately/appropriately
- uses: 3 or 4 instances (at least 2 different examples) used accurately, appropriately
- some: 2 or more
- a few: 2 or 3 examples
- sometimes: at least 50%
- most: 80%

At all times professional judgement needs to be used when assigning a Level.

Appendix A: Intersection with the English as an Additional Language or Dialect Teacher Resource

The *Language and Literacy Levels* and the *EAL/D Teacher Resource* have been designed for different purposes, and hence, support teachers in different ways. These differences are outlined in the table below.

<i>Language and Literacy Levels</i>	<i>EAL/D Teacher Resource</i>
<p>Purpose:</p> <ul style="list-style-type: none"> – assist teachers, schools and systems to monitor and report the language and literacy progress of all students, particularly high needs students such as EALD students – highlight the size of any gap between a student’s English language level and that expected for them to access the curriculum at their year level, thus enabling teachers, schools and systems to determine the level of student need – inform and direct allocations of EALD funding – inform programming & planning through the identification of key teaching points, learning goals and language level targets 	<p>Purpose:</p> <ul style="list-style-type: none"> – advise teachers about areas of the Australian Curriculum that EALD students may find challenging and why – assist classroom teachers to identify where their EALD students are broadly positioned on a progression of English language learning across the macro-skills (listening, speaking, reading/viewing and writing) – help teachers understand students’ cultural and linguistic diversity, and the ways this understanding can be used in the classroom – provide examples of teaching strategies supportive of EALD students – direct teachers to additional relevant and useful support for teaching EALD students
<p>Target audience:</p> <ul style="list-style-type: none"> – EALD and Literacy specialists – mainstream teachers who teach EALD students and <ul style="list-style-type: none"> ○ are supported by a specialist or ○ have a sound knowledge of English language use 	<p>Target audience:</p> <ul style="list-style-type: none"> – the mainstream teacher who is not an EALD specialist
<p>Components:</p> <ul style="list-style-type: none"> – an introduction – fourteen detailed levels describing language and literacy development up to and including Year 10 (predominantly writing-focused with some reference to composing oral and multimodal texts) – a glossary 	<p>Components:</p> <ul style="list-style-type: none"> – an overview of EAL/D learning – four broad categories of EAL/D progression described at three stages of schooling F-10, covering listening, speaking, reading/viewing and writing – advice and teaching strategies for teachers of EAL/D students – a glossary, references and acknowledgments
<p>Limitations</p> <p>Because of their purpose and design they do not:</p> <ul style="list-style-type: none"> – indicate a student’s level for receptive skills of listening, reading and viewing – illustrate second language learning features, nor the complexities of learning Standard Australian English as an additional language/dialect 	<p>Limitations</p> <p>Because of their purpose and design they do not:</p> <ul style="list-style-type: none"> – allow for fine grain assessment, monitoring and tracking of EALD students to show progression (it may take several years to move from one broad category to another) – indicate the specific language resources required to move from one category to

	another and as such does not assist teachers to identify key teaching points and specific learning goals
--	--

The fourteen levels of progression in the *Language and Literacy Levels* can be broadly correlated with the four broad phases of EALD development described in the *EAL/D Teacher Resource* as shown in the following table.

<i>EALD Phase Stage of schooling</i>	<i>Foundation – Yr 2</i>	<i>Years 3 – 6</i>	<i>Years 7 – 10</i>
<i>Beginning</i>	Level 1	Levels 1-2	Levels 1-4
<i>Emerging</i>	Levels 2-3	Levels 3-5	Levels 5-7
<i>Developing</i>	Levels 3-5	Levels 5-7	Levels 7-10
<i>Consolidating</i>	Levels 5-6	Levels 7-9	Levels 10-12

Appendix B: Process for assigning an EALD Language and Literacy Level for support funding

The following model is provided to assist schools to assign accurate and consistent EALD Levels. If a school wants to develop their own model it should contain the following stages:

- collecting sets of evidence
- establishing the context
- making a general judgement
- making a finer judgement
- making a decision
- moderating for accuracy and consistency.

1. Collect two written texts, one from the factual and the other from the creative or persuasive text types. Refer to the [EALD Funding Notes \(staff login required\)](#) for details.
2. Understand the context of the text. Another teacher will need to provide this if the teacher assigning the Level is not the one who set the task. Reflect upon the purpose and audience of the text type and anticipate the structure and the language required to achieve the purpose.
3. Scan the sets of evidence, select three representative sets (high, average, low) and begin assigning Levels by highlighting language choices. These choices should be recorded on the approved recording and tracking proforma.
4. Compare these choices to the language indicators in the Language and Literacy Levels by starting at two Levels below that expected for the year level. Assign a Level to each representative set. Record it on the recording and tracking proforma. Refer to Moderated Evidence if necessary.
5. Repeat the process for the other sets of evidence until all have been given a Level. This should be quicker having already assigned Levels to high, average and low sets.
6. Moderate.
 - If more than one teacher in the school is assigning Levels, then moderation of student sets of evidence should occur between teachers before the Levels are entered into EDSAS.
 - If Levels are being assigned by a single teacher, then they can contact their EALD Consultant to arrange for moderation.

Appendix C: EALD Funding Checklist

- Appropriate processes should be used to identify potential EALD learners including Indigenous EALD learners
 - relevant linguistic and cultural background data is collected on enrolment and recorded in EDSAS including information for Indigenous learners
 - identification of Aboriginal English (with limited code switching) is used to determine eligibility of Indigenous EALD learners who do not have an Indigenous language
- Levels data is based on sufficient and appropriate evidence*
 - Years R-1: primarily oral language
 - Years 2-12: minimum of two written texts of different genres
 - *see [EALD Funding Notes \(staff login required\)](#) for more details
- An appropriate number of personnel is involved in the assessment of Levels:
 - for schools with small numbers of EALD students, a few teachers may be involved
 - for schools with larger numbers of EALD students, a committee could be involved, not just the EALD teacher/s
- Processes are in place to ensure a valid Level is assigned to each student, such as:
 - teachers have undergone training with EALD Program or within the school
 - support materials are available to teachers during the process for assigning Levels eg Moderated Evidence
 - recording and tracking proforma are used to identify language features in determining the Level
 - Levels data is checked against other reliable data eg NAPLAN data
- Levels are entered into EDSAS and Checking Reports are run and corrected prior to the DECD Term 3 (August) enrolment census and copies are retained for audit purposes
- Levels data is monitored and used to improve student outcomes by, for example:
 - using historical Levels data to monitor student progress over time
 - keeping EALD student portfolio with Levels data and evidence which is used to inform programs and intervention strategies (Note: - samples of evidence used to assign Levels to EALD students for EALD funding should be retained in each student's Student Record Folder (ED043))
- setting targets for Levels growth (a minimum is one Level per year)
- collecting baseline data, data over time and analysing trends
 - EALD allocation is specifically targeted to support EALD learners
 - BSSO allocations (Annual and Occasional) are used to provide bilingual support according to need
 - Documentation of school processes:
 - as a baseline for improving school based processes
 - to demonstrate transparency of processes, for school based and auditing purposes

For more detailed whole school models for assigning Levels visit

<https://myintranet.learnlink.sa.edu.au/educating/english-as-an-additional-language-or-dialect-eald/teaching-and-learning-support/identifying-eald-learners>.

Appendix D: Range of texts across the Australian Curriculum

The following pages contain overviews of the text types likely to be covered across the learning area curricula for each of the first three stages of schooling: Foundation – Year 2; Years 3 – 6 and Years 7 – 10.

These overviews were developed with reference to:

- the *Australian Curriculum Learning Continuum for the Literacy Capability*
 - examples provided under *Text Knowledge: Organisational structures of learning area texts*
- the *Australian Curriculum Phase 1 learning areas: English, History, Maths and Science*
 - content descriptions
 - achievement standards
 - annotated work samples.

Across the *Australian Curriculum* there are various references to required text types, sometimes explicit and at other times implied.

Range of text types across the Australian Curriculum: Foundation to Year 2

	Text type	Purpose	Examples
Oral interactions Increasing complexity	Reciting rhymes and poems Transactions	To remember, explore and enjoy sounds, rhythms and rhyming patterns. To exchange goods or services: request things or help, make offers, give commands. To welcome others, initiate social interactions.	Choral reciting of nursery rhymes, simple poems, songs, raps and/ or repetitive structures eg choruses in literature texts. Buying something from the school canteen, borrowing equipment, asking a favour. Greeting a visitor to the school, introducing a guest or an item at assembly.
	Greetings and introductions Role play	To take on a particular role and associated language: imaginative use of spoken language. To interact with others to form and maintain relationships.	Play-based activities: taking on roles eg shop-keeper and customer, a character in a well-known story.
	Conversation	To collaboratively carry out an activity/solve a problem.	Asking questions and making statements to request and give personal information. Simple mathematical and scientific or language investigations.
	Pair/Group work	To share experiences, connecting new and existing knowledge about a topic, explore ideas and concepts, share responses and opinions. To respond to what others say, agreeing and disagreeing with others' views.	Brainstorming and sharing responses related to a shared experience eg a class visit to a farm, a school sports day, a performance. Formulating statements and questions to engage with a speaker using sentence starters eg, 'I like the way you', 'I agree that', 'I'd like to say something different', 'Why did ...?'
	Class and group discussions	To summarise a group's experiences, findings and/or views, to build a shared experience and understanding.	'Think, Pair Share' activities, paraphrasing a partner/group member's contribution, sharing results of group work/discussions.
	Reporting back		
	Instruct Procedure	To instruct someone how to make or do things.	Simple procedure of an everyday process eg instructions for making a honey sandwich, directions for getting somewhere.
	Recount Personal recount	To record chronologically a series of past personal events in order to inform, entertain and/or form and build relationships.	Recounts a personal experience that is interesting, amusing or personally significant eg recounts a favourite holiday experience, something funny they did as a baby/toddler, a school excursion.
	Observational recount	To record/describe chronologically observations of a series of events/changes related to an experiment or investigation.	Records observations eg keeps a journal of changes observed in weather patterns or in the growth of a germinating seed.
	Procedural recount	To record chronologically the steps taken in an experiment or investigation and the results.	Records the steps used in a simple teacher directed/modelled Maths process or Science investigation.
Simple oral presentations and written texts	Historical recount	To record a series of historical events chronologically.	Simple retelling of an event of local historical significance, which may be a few points on a simple timeline with a sentence for each.
	Describe Description	To describe some of the features of a particular person, place or thing.	Describe a familiar person eg family member, classmate or historical person being studied; place eg home, school, favourite place to play/visit, community building, landmark, sacred site or object eg favourite toy, pet, animal, object relevant to a learning area topic.
	Descriptive report	To provide accurate and relevant information about our living and non-living world.	Simple descriptive report on a common animal eg koalas, frogs, ants; food eg bread, beans or object eg triangles, bicycles.
	Narrate Narrative	To entertain as well as to instruct the reader or listener about cultural values.	Re-telling of well-known stories and very simple narratives with predictable stages which may include a coda.
	Explain Sequential explanation	To explain how a process occurs in the physical world by sequencing the events in the process chronologically.	Explanation of a concrete, observable process eg simple life-cycle of a frog, how milk gets from the cow to our table.
	Respond Personal response	To provide a personal comment on things or events.	Writes a few simple sentences to provide a response with a simple elaboration/reason to a shared experience, such as a story or performance: 'I liked/didn't like it because ...', 'It was funny/sad when ...'
	Persuade Argument	To present arguments on one side of an issue, to persuade a reader/listener.	Simple argument on an issue of immediate interest eg <i>What kind of animal makes the best pet? Should Year 2s have swimming lessons?</i>
	Multi-purposed Poetry	Can be used for a range of social purposes such as: describe, praise, criticise or argue.	Short poems to describe a person or object, based on a simple modeled structure.

Range of text types across the Australian Curriculum: Year 3 – Year 6

	Text type	Purpose	Examples
Increasing complexity	Instruct Procedure	To instruct someone how to make or do things.	Simple procedure of an everyday or more specialised process eg instructions for how to tie your shoe-laces, how to carry out a simple science experiment.
	Protocol	To provide guidelines or rules to follow in particular circumstances.	Simple protocols for familiar activities eg how to borrow a book from the library, a set of rules for a game.
	Recount Personal recount	To record chronologically a series of past personal events in order to inform, entertain and/or form and build relationships.	Recounts an experience more elaborately and with more reflection throughout that is interesting, amusing or personally significant eg recounts a newsworthy item for a school newsletter or magazine.
	Observational recount	To record/describe chronologically observations of a series of events/changes related to an experiment or investigation.	Records observations/keeps a journal of changes observed in eg a journal of observation of a yabby as it grows and adapts to its environment or seed germination.
	Biographical recount	To record a series of significant events and achievements in the major phases of a person's life.	Recounts the key events in the life of person of significance locally or in terms of a learning area study eg life of a first fleet convict or migrant, a key historical figure, a famous scientist.
	Historical recount	To record a series of historical events chronologically.	Simple retelling of an event of state or national historical significance eg Eureka stockade, developments in local area.
	Describe Description	To describe some of the features of a particular person, place or thing.	Detailed description demonstrating use of evidence from multiple sources of a familiar person eg historical person being studied, character in a text being studied or place eg community building, landmark, sacred site.
	Descriptive report	To provide accurate and relevant information about generalised things in our living and non-living world.	Detailed descriptive report based on research and using ICTs about an object, living thing or phenomenon relevant to a learning area topic eg planet, food, invention, organ of the body, disease, natural disaster, country, industry.
	Comparative report	To provide accurate and relevant information about two or more generalised things in our living and non-living world by comparing and contrasting different aspects.	Detailed report describing the differences between two or more living things eg frogs and toads, evergreen and deciduous trees, beak shapes; text types eg recounts and narratives; objects eg different types of angles, shapes, graphs; phenomena eg climates or cultural contexts eg life in colonial Australia and today, outback and city, Australia and India, customs or celebrations in different places.
	Compositional report	To provide accurate and relevant information about generalised things in our living and non-living world, describing the sub-components.	A description of an object, living thing or phenomenon according to its components, relevant to a learning area topic, based on research and usually accompanied by a labeled diagram eg a plant; machine, computer; system, rainforest.
	Taxonomic/classifying report	To provide accurate and relevant information about classes and sub-classes of things in our living and non-living world.	Classification and description, based on research, of the sub-types of a group of objects, living things or phenomena relevant to a learning area topic eg types of rocks, whales, energy, seed dispersal.
	Narrate Narrative, including fables, myths and historical narrative	To entertain as well as to instruct the reader or listener about cultural values.	Encompassing a larger variety including fables and science fiction, and beginning to include reflection/evaluation as thoughts from a character or comments from the narrator. May be set in an historical context to tell a story of a significant event from a particular personal or cultural perspective eg Chinese in the Goldrush.
	Explain Sequential explanation	To explain how a process occurs in the physical world by sequencing the events in the process chronologically.	Explanation of a concrete phenomenon or process eg seed germination and plant growth, how we get paper from woodchips, recycling.
	Causal explanation	To explain how a process occurs in the physical world where the reasons for processes are integral to the text.	Explaining concrete phenomena eg the water cycle, how shadows are formed, how a torch works.
	Historical accounts	To explain why events occurred as they did by recounting a series of events in history that led to a significant result and linking these events causally.	Explaining the events which led to a significant event in local or Australian history eg the Eureka Stockade, the reasons for the establishment of British colonies in Australia after 1800, or Federation.

Range of text types students are expected to compose in Year 3 – Year 6 (continued)

	<i>Text type</i>	<i>Purpose</i>	<i>Examples</i>
Increasing complexity	Respond Personal response	To provide a personal comment on things or events.	Personal responses are more developed as students begin to justify opinions with reference to book/film/work/activity as supporting evidence. Responses are often guided by questions or headings eg prediction, setting, characters, events, author's intention, intended audience, underlying message, favourite part and personal connection made to the text
	Reviews	To review and make recommendations about films, books, artworks, dramatic works and other cultural activities.	Review a picture book or novel read and/or studied as a class and begin to make judgments of the characters and creators of texts/works and appreciate aspects of the work, rather than focusing solely on their own or characters' feelings, emotions and reactions.
	Persuade Argument	To present arguments on one side of an issue, to persuade a reader/listener.	Present a more developed argument providing greater elaboration and more supporting evidence of their own views in simple arguments on broader issues of community concern eg arguing for the protection of endangered species, arguing for better school or community facilities, arguing against advertisements for junk food; election speech,, persuade others to vote for them
	Discussion	To present two or more points of view on an issue, usually coming to a position in the conclusion of the text.	Presenting two or more perspectives in relation to an issue of broader community concern eg zoning an area as a marine national park, building of a new shopping complex, mining; an historical event, the forcible removal of children from their families leading to the Stolen Generations or an historical figure
	Multi-purposed Poetry	Can be used for a range of social purposes such as: to describe, praise, criticise, argue or make social commentary.	Poem to describe self: attributes, experiences, understandings and thoughts; to describe a favourite or personally significant thing, event or experience or depict a locally significant place or event from a particular point of view, praising or criticizing it
	Macro-genres Investigation	Macro-genres are longer, more complex texts that combine two or more simpler text types. To record the processes undertaken in mathematical or scientific investigation, analyse the results and evaluate the outcome.	Record an aim or prediction; the processes used and the results; offer a brief explanation or interpretation of the results in a simple mathematical, scientific or design investigation eg investigating chance and data through frequency of number or colour spun, investigating the effects of variables eg light or temperature on plant growth, how weight and size impact on the height a ball will bounce, or designing a tsunami safety system
Oral and written texts	Research project	To carry out and record findings of detailed research on a topic.	A longer text, which may have an over-arching purpose, such as to persuade, that comprises two or more text types eg a project on the River Murray, which describes the features of the river and its uses, explains threats to the river such as increasing salinity, and then discusses ways to save the river and recommends action to be taken.

Range of text types across the Australian Curriculum: Year 7 – Year 10

	Text type	Purpose	Examples	
Increasing complexity	Instruct Procedure	To instruct someone how to make or do things.	Procedure for complex or more specialised/technical and abstract processes such as instructions on how to conduct a scientific or mathematical process, typically only as part of a macro-genre; or using the text type creatively eg a recipe format to describe what makes a real friendship.	
	Protocol	To provide guidelines or rules to follow in particular circumstances.	Simple protocols for activities related to learning area topics eg what to do in event of an earthquake, how to reduce water usage.	
	Recount	To record chronologically a series of past personal events in order to inform, entertain and/or form and build relationships.	Recount, elaborate and reflect upon significant experiences in a person's life and how they have shaped them. Recount events from a particular perspective eg convict on first fleet or character in a novel/film or keeps a reflective learning journal.	
	Observational recount	To record/describe chronologically observations of a series of events/changes related to an experiment or investigation.	Typically only as part of a macro-genre, record observations/ keep a journal of changes observed eg growth of seedlings in various growing mediums.	
	Biographical recount	To record a series of significant events and achievements in the major phases of person's life.	Detailed, reflective recount of key events in the life of person of national or international significance eg a key historical figure, a famous scientist, mathematician or artist, commenting on the impact of events in their life and their contribution to their field.	
	News story	To chronicle a newsworthy event	Chronicle a newsworthy school or local event for a print, radio or television news report or reinterpret as a news story an historical event or a key event in their life or an episode in a novel/film..	
	Historical recount	To record a series of historical events chronologically.	Detailed timelines and retellings of complex events of national or international historical significance that occurred over large time spans eg colonisation, war campaigns or the industrial revolution.	
	Describe Description	To describe some of the features of a particular person, place or thing.	Detailed description with reference to sources, typically only as part of a macro-genre, of a person eg historical person being studied, character in a text being studied, place eg place of national or international historical, geographical, or social significance.	
	Oral presentations and written texts	Descriptive report	To provide accurate and relevant information about generalised things in our living and non-living world.	Detailed descriptive report on an object, living thing or phenomenon relevant to a learning area topic, typically only as part of a macro-genre, effectively incorporating source materials and visuals eg Viking dragon ships, the Medieval period, a chemical element, a genome.
		Comparative report	To provide accurate and relevant information about two or more generalised things in our living and non-living world by comparing and contrasting different aspects.	Detailed report describing the differences between two or more complex and/or abstract things eg living things (mammals vs amphibians, behaviour and character traits of two characters in a novel/film), objects (different types of triangles, graphs); phenomena (two forms of erosion) or cultural contexts (experiences of an Australian POW of Germany vs Japan, life before and after the Industrial Revolution).
Compositional report		To provide accurate and relevant information about generalised things in our living and non-living world, describing the sub-components.	Typically only as part of a macro-genre, a description of the parts of a more complex object, living thing or phenomenon relevant to a learning area topic, based on research and usually accompanied by a labeled diagram.	
Taxonomic/classifying report		To provide accurate and relevant information about classes and sub-classes of things in our living and non-living world.	Classification and description of sub-types of a group of objects, living things or phenomena relevant to a learning area topic eg types of energy, chemical elements, weathering and erosion.	
	Narrate Narrative, including fables, myths and historical narrative	To entertain as well as to instruct the reader or listener about cultural values.	Encompassing a larger variety including cartoons, short stories, horror, suspense and science fiction, with a developing sense of atmosphere and characterisation. Begins to experiment with structure: beginning with complication or resolution, using flashbacks etc. May be set in an historical context to tell a story of a significant event from a particular personal or cultural perspective eg arrival of the First Fleet from perspective of an Aboriginal/ convict/officer.	

Range of text types are expected to compose in Year 7 – Year 10 (continued)

	<i>Text type</i>	<i>Purpose</i>	<i>Examples</i>
Increasing complexity	Explain Sequential explanation	To explain how a process occurs in the physical world by sequencing the events in the process chronologically.	Explanation of a more abstract process that is not readily observable eg water purification, digestion, how a bionic eye or Wi-Fi works. Increasingly only as part of a macro-genre.
	Causal explanation	To explain how a process occurs in the physical world where the reasons for processes are integral to the text.	Detailed explanations, incorporating visuals, to explain complex, more abstract phenomena that are not readily observable eg the water cycle, what causes earthquakes or volcanoes, the nitrogen and phosphorous cycles.
	Factorial explanation	To explain a phenomenon or event for which there are a number of simultaneously occurring causes.	Explaining how multiple factors contribute to commonly occurring and/or relatively concrete phenomena eg formation of geological features through physical and chemical weathering/erosion, why Australia incurred more casualties against Japan than Germany in World War II.
	Consequential explanation	To explain simultaneously occurring effects or consequences of a phenomenon or event.	Explaining how commonly occurring phenomena bring about multiple consequences eg effects of the Industrial Revolution on family life.
	Historical accounts	To explain why events occurred as they did by recounting a series of events in history that led to a significant result and linking these events causally.	More complex explanations that offer multiple explanations to the causes of events and/or from a particular personal or cultural perspective eg establishment of trade routes, The Silk Road; exploration and colonisation, Conquistadores or Polynesian expansion; war campaigns, Gallipoli; defining moments, qualification of Soccerroos into the FIFA World Cup..
	Theoretical explanation	To introduce and define or illustrate a theoretical principle.	Begins to compose theoretical explanations using models and diagrams eg illustrate principles of the theory of evolution through examples and diagrams.
	Respond Personal response	To provide a personal comment on things or events.	Typically only as a formative piece or part of a macro-genre. Clearly structured responses that use evidence from the text to support point of view eg why a particular text was chosen.
	Creative/ interpretive response	To reinterpret the events, characters or themes of a cultural work: film, book, dramatic work.	Creatively responds to texts, reinterpreting them by taking on the role of a character and constructing a new text from his/her perspective eg creating social media page showing communication with other characters or re-writing a scene from another character's point of view,.Retelling an event in another form eg a newspaper lead story or a radio broadcast..
	Reviews	To review and make recommendations about films, books, artworks, dramatic works and other cultural activities.	Clearly structures engaging reviews, commenting on techniques used, making links to and drawing comparisons with other relevant works eg book or film review, film trailer.
	Interpretations	To interpret the message of a culturally valued work.	Begins to compose interpretations such as comparing themes in two texts eg Shakespearean play or a Dickens' novel and poem, identifying bias and offering alternative readings to a text or discussing themes such as maturity and courage in novel.
	Source analysis (History)	To classify a source as primary or secondary and analyse and evaluate the information/evidence it provides.	Structures source analyses to classify, compare and evaluate the information, identifying point of view and bias eg an artifact, comparing sources relating to Federation, assessing the historical accuracy of film.
	Persuade Argument	To present arguments on one side of an issue, to persuade a reader/listener.	Sustained arguments on broader issues with a longer introduction that 'hooks' the reader/listener, clear topic sentences and a conclusion that reinforces the writer's/speaker's position eg letter to a committee, council or the editor, a speech, argument agreeing or disagreeing with a statement, Mining should be banned, Too much money is spent on toys and games..
	Discussion	To present two or more points of view on an issue, usually coming to a position in the conclusion of the text.	Discussions with a longer introduction that clearly previews the issues, clear topic sentences and a conclusion that weighs up the evidence eg discusses mining from varied perspectives such as workers, environmentalists, Aborigines; presents arguments on a social issue from different perspectives on an e-discussion board..

Range of texts across the Australian Curriculum: Year 7 – Year 10 (continued)

	<p>Multi- purposed Poetry</p>	<p>Can be used for a range of social purposes such as: to describe, praise, criticise, argue or make social commentary.</p>	<p>Poems with greater use of literary devices such as imagery, alliteration, onomatopoeia and metaphor to describe a person's attributes, experiences, understandings and thoughts. To describe a nationally or internationally significant thing, event or experience or depict a nationally or internationally significant place or event from a particular point of view, praising or criticising it.</p>
	<p>Macro-genres Investigation</p>	<p>To record the processes undertaken in mathematical or scientific investigation, analyse the results and evaluate the process and outcome.</p>	<p>Provide in a complex mathematical, scientific or design investigation an introduction with an aim and/or hypothesis; an outline of the processes or method used and the results in tables/graphs; an analysis of the results; a conclusion and an evaluation of investigation process and outcome eg effects of temperature on dissolving aspirin, effects of different growing mediums on seed germination, auditory and sight reflex reaction times, chemistry of cleaning products, analysing data using summary statistics.</p>
	<p>Research project</p>	<p>To carry out and record findings of detailed research on a topic.</p>	<p>A longer text, which may have an over-arching purpose, such as to persuade, that comprises two or more text types eg a project on a recent invention or medical development which provides reasons/background to its development, describes what the invention/development is, explains how it works, and then discusses how it is likely to impact on our lives.</p>

Note: Many student texts at this level are *macro-genres*, which could be comprised of a combination of one or more of the text types described. As students progress from Year 7 to Year 10, increasingly less emphasis is placed on text types listed in the first half of this table as stand-alone texts and more given to those in the latter half.