### Key features of ESL Scale 10

| GENRE: | Outcome 10.1  
Communicates in a wide range of social situations and a range of factual and literary genres and reflects on these in an elementary way. |
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| **Text in Context** | - demonstrates understanding of link between purpose, structure and major language features of factual genres  
- constructs longer, more complex factual genres: arguments, recounts, explanations  
- constructs simple multimodal texts: webpage  
- constructs longer story genres  
- awareness of variations in story genres: evaluation and coda stages in narratives  
- compares folk tales with Dreaming stories |
| **Language** | - uses alternative grammatical elements to avoid repetitiveness  
- begins to use rhetorical questions in oral arguments  
- forms complex sentences using wider range of binding conjunctions  
- uses relative pronouns with greater choice and accuracy  
- uses a wider range of conjunctions to join sentences or paragraphs  
- uses small sets of synonyms and antonyms  
- chooses a wider range of vocabulary based on composition  
- chooses a wider range of vocabulary based on classification |

| FIELD: | Outcome 10.2  
Understands and uses a range of vocabulary that constructs everyday, non-technical fields and is developing greater control of technical fields. |
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| **Text in Context** | - communicates confidently about less familiar fields  
- maintains a consistent level of technicality, clumsy at times, using a wider range of vocabulary  
- begins to tell and write more elaborate and complex narrative texts  
- begins to incorporate other perspectives and ideas in arguments  
- deals with poems, allegories, legends and newspaper articles mainly at literal level |
| **Language** | - begins to make more delicate choices in using verbs expressing action processes  
- begins to make more delicate choices in noun groups expressing the participants  
- uses phrases expressing the manner of an action  
- expands noun groups by using more delicate choices of describers, classifiers and qualifiers  
- chooses from a wider range of vocabulary to recount, summarise or paraphrase  
- uses technical and everyday meanings of a small range of common words  
- uses a small range of technical nominalisations  
- uses direct and reported speech confidently and accurately |

| TENOR: | Outcome 10.3  
Constructs texts confidently in a range of contexts, particularly familiar ones, is developing control in a range of more formal contexts and begins to reflect critically on the texts and contexts. |
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| **Text in Context** | - interacts confidently in casual conversation in a wide range of situations  
- understands more clearly how the same language choices vary interpersonally depending on the situation  
- chooses language beyond narrow formulaic models for more formal contexts  
- expresses an opinion appropriately  
- begins to speak or write from another point of view  
- maintains the appropriate tenor in longer texts  
- uses with some confidence a small range of common colloquialisms and idioms  
- discuss in simple ways and for a small range of texts how visual images and language construct stereotypes, bias and prejudice |
| **Language** | - begins to reflect critically on interpersonal choices, being assertive rather than aggressive  
- aware that the degree of obligation depends on who says it to whom  
- uses a range of simple forms of language expressing modality with a greater degree of accuracy  
- chooses more delicately from a range of synonyms appropriate to the tenor of the context  
- begins to identify how meanings can be made either subjectively or objectively  
- identifies and uses variation in intonation, tone, volume, pacing and emphasis  
- pronounces most known words accurately and stresses appropriate syllable  
- can predict quite accurately how unfamiliar words are pronounced |

| MODE | Outcome 10.4  
Identifies and discusses confidently and critically a range of features of texts, and constructs a wide range of short coherent texts. |
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| Text in Context | • begins to have control over what is foregrounded in a genre, and organises text accordingly  
• constructs longer and more complex texts using other media, still requiring scaffolding  
• identifies and discusses with some confidence meanings made in a range of multimodal texts  
• demonstrates a critical understanding of a narrow range of cultural references in multimodal texts |
| Language | • foregrounds simple phrases of manner, place or time in genres such as procedures  
• foregrounds simple dependent clauses in narratives  
• begins to foreground causal elements in explanations and discussions  
• foregrounds confidently non-human elements in factual genres  
• organises with some confidence in increasingly complex, logically ordered paragraphs  
• chooses correct grammar most of the time when what is foregrounded requires it  
• understands better the relationship between intonation and punctuation  
• uses commas appropriately some of the time |