## Key features of ESL Scale 11

| GENRE: | Outcome 11.1
Communicates confidently in a range of social situations and a wide range of factual and literary genres and reflects on these in a more informed way. |
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| Text in Context | • demonstrates a good understanding of link between purpose, structure and major language features of factual genres  
• constructs a wide range of factual genres expected in the various learning areas  
• analyses and combines information from more than one source in constructing well organised, longer and complex examples of factual genres  
• begins to use variations in story genres  
• incorporates evaluation and flashback in narratives  
• constructs poetry and dialogue more independently |
| Language | • foregrounds phrases and dependent clauses in a range of genres  
• uses diagrams, pictures, headings and subheadings in reports  
• uses a small range of alternatives to conjunctions to organise formal oral and written texts  
• uses rhetorical questions in an argument  
• forms complex sentences using the range of binding conjunctions  
• uses relative pronouns confidently and accurately  
• uses confidently conjunctions to join sentences or paragraphs  
• uses with some confidence text reference items  
• chooses from a wider range of synonyms  
• chooses from a wider range of antonyms  
• chooses a wider range of vocabulary based on composition  
• chooses a wider range of vocabulary based on classification |

| FIELD: | Outcome 11.2
Understands and uses a wide range of vocabulary that constructs everyday, non-technical fields and has developed greater control of a small range of technical fields. |
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| Text in Context | • communicates with increasing confidence about a wider range of fields, both technical and non-technical  
• maintains a consistent level of technicality by choosing from a wider range of vocabulary  
• incorporates with some confidence other perspectives and ideas in arguments  
• begins to construct more confidently narrative texts which construct a more elaborate and complex world  
• understands a narrow range of texts making meanings beyond a literal level |
| Language | • makes more delicate choices of verbs expressing action processes  
• makes 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  
• constructs technical fields by using technical verbs expressing action processes  
• constructs technical fields by using technical noun groups expressing the participants  
• uses technical phrases expressing the cause of an action  
• chooses from a wider range of vocabulary to recount, summarise or paraphrase  
• uses with some confidence the varied technical and everyday meanings of a range of common words  
• uses with accuracy verbs expressing cause |

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| TENOR: | Outcome 11.3  
Constructs texts confidently in familiar contexts, has increased control in a range of more formal contexts and reflects critically with some confidence on the texts and contexts. |
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| Text in Context | • chooses with some confidence a wider range of expressions, beyond the formulaic, for more formal contexts  
• expresses own viewpoint  
• speaks or writes with limited confidence from another’s viewpoint  
• maintains the appropriate tenor in informal and a range of more formal contexts  
• uses with some confidence a range of common colloquialisms or idioms  
• reflects critically, with some confidence and for a small range of texts, on how visual images and language construct stereotypes, bias and prejudice |
| Language | • reflects critically, with some confidence, on interpersonal choices, taking into account body language, tone and volume  
• understands that the degree of obligation depends on who says it to whom  
• uses a greater range of simple forms of modality  
• chooses with greater confidence, with known people, a small range of more indirect language  
• 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  
• begins to use subjective and simple objective expressions of modality  
• identifies and uses intonation, tone, volume, pacing and emphasis accurately and appropriately most of the time  
• pronounces most known words clearly and stresses the appropriate syllable  
• can predict how unfamiliar words are pronounced |

| MODE: | Outcome 11.4  
Identifies and discusses critically and technically the major features of a range of texts, and constructs a range of longer coherent texts. |
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| Text in Context | • understands clearly that what is foregrounded in a genre is meaningful, and organises text accordingly  
• uses more complex language elements to foreground in a small range of genres  
• constructs longer and more complex texts using other media  
• identifies and discusses critically and technically with some confidence the meanings made in a small range of multimodal texts |
| Language | • foregrounds phrases of manner in procedures  
• foregrounds phrases of place or time in narratives  
• uses dependent clauses or phrases of cause  
• foregrounds appropriately in explanations and taxonomic reports  
• foregrounds confidently generalised noun groups in factual genres: explanations, arguments and reports  
• constructs more complex topic sentences and introduction in arguments and discussions  
• begins to use rhetorical questions in written texts  
• demonstrates with support greater control of speech marks, commas and apostrophes for basic contractions and possession |