### Key features of ESL Scale 12

| Genre: | **Outcome 12.1**  
Communicates confidently in a range of social situations and a wide range of genres, including elementary macro genres, and reflects on these critically and technically. |
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| **Text in Context** | • reflects with some confidence on the purpose, structure and major language features of a wide range of genres  
• identifies the overall purpose of elementary macro-genres  
• constructs well-staged longer and complex examples of factual genres, analysing and combining information from more than one source  
• constructs longer oral and written arguments, supported by more than basic evidence  
• writes and illustrates causal explanations  
• constructs longer examples of the story genres  
• identifies and uses variations of the structure of a narrative  
• constructs basic examples of literary forms (poetry, dialogue) independently  
• compares key features of multimodal story genres from different cultures |
| **Language** | • foregrounds a range of phrases and dependent clauses in a range of genres  
• uses a wider range of alternatives to conjunctions  
• uses rhetorical questions in an argument  
• constructs well-formed complex sentences using the range of binding conjunctions confidently and accurately  
• constructs well-formed complex sentences using relative clauses confidently and accurately  
• uses confidently and accurately conjunctions to join sentences or paragraphs  
• uses test reference items confidently most of the time  
• uses complex taxonomies based on composition  
• uses complex taxonomies based on classification |

| Field: | **Outcome 12.2**  
Understands and uses a wide range of vocabulary that constructs everyday fields, increasingly those used in diverse specialised situations, and has developed greater control of a range of complex technical fields. |
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| **Text in Context** | • communicates confidently about a wider range of technical and non-technical topics, in supportive informal contexts  
• maintains a consistent level of technicality and requires less support for highly technical vocabulary  
• includes other perspectives and ideas more confidently in constructing expository texts  
• constructs a more elaborate and complex world when responding to and constructing literary texts  
• understands meanings beyond a literal level in a small range of texts |
| **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 accurately a wide range of describers, classifiers and qualifiers  
• begins to explore possible variations in the order of noun groups in narratives  
• constructs technical fields by using more specific technical verbs expressing action processes  
• constructs technical fields by using more specific technical noun groups expressing the participants  
• uses more specific technical phrases expressing the cause of an action  
• uses with some confidence the various specific and technical meanings of a range of common words  
• uses a range of increasingly abstract and technical nominalisations  
• uses with accuracy a greater range of verbs and nouns expressing cause |
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| TENOR: | Outcome 12.3  
| Constructs texts confidently in familiar contexts, shows increased control in a range of more formal contexts, and reflects critically and confidently on the texts and contexts. |
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| **Text in Context** | • speaks confidently when introducing people  
• expresses own viewpoint  
• speaks or writes with limited confidence from the viewpoint of another  
• maintains language appropriate to the tenor in a range of more formal contexts  
• uses confidently a range of common colloquialisms, idioms and isolated examples of euphemisms  
• discusses critically, with increasing confidence and for a range of texts, how visual images and language construct stereotypes, bias and prejudice |
| **Language** | • reflects critically, with confidence, on interpersonal choices, taking into account body language, tone and volume  
• uses a small range of complex forms of language expressing modality  
• combines language elements that express modality  
• chooses, with increasing confidence, a range of more indirect language when interacting in informal situations  
• chooses more delicately from a wide range of synonyms appropriate to the tenor of the context  
• chooses a range of colloquialisms and idioms  
• chooses isolated examples of euphemisms  
• uses appropriately a small range of subjective and simple objective expressions of modality  
• identifies and uses variation in intonation, tone, volume, pacing and emphasis accurately and appropriately  
• predicts with good accuracy the pronunciation of infrequent technical words of several syllables, based on being a noun or verb |

| MODE: | Outcome 12.4  
| Discusses critically and technically the major features of a range of longer, coherent texts, and constructs a wide range of longer coherent texts. |
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| **Text in Context** | • confidently understands that genres have typical patterns of what is foregrounded and organises text accordingly  
• identifies, reflects and chooses from a range of more complex elements to foreground in a range of genres  
• constructs longer and more complex texts using other media  
• identifies and discusses critically and technically with increasing confidence the meanings made in a small range of multimodal texts |
| **Language** | • foregrounds consecutive phrases of place or time  
• foregrounds dependent clauses or phrases of cause  
• foregrounds with some confidence generalised or abstract noun groups in factual genres  
• constructs more complex introduction and topic sentences to clearly predict content of whole text and paragraph respectively  
• uses basic rhetorical questions in debates to organise the stages of the text  
• constructs longer concluding paragraph in arguments and discussions  
• chooses correct grammar if what is foregrounded changes  
• begins to understand relationship between intonation and punctuation and makes appropriate choices consistently and independently for only the simplest forms |