Performance standards for Australian Languages — First Language  
Stage 2

Downloaded from the online subject outline

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| - | Communicating | Awareness and Analysis | Identities and Ecologies |
| A | Consistently accurate and appropriate use of language and expression to communicate in [First Language].  Effective and clear exchange of information, experiences, opinions, and ideas.  Highly effective and respectful collaboration with others. | Thorough knowledge, understanding, and application of oral and written systems and structures.  Clear and detailed analysis of linguistic, cultural, and stylistic features.  Perceptive interpretation and explanation of the meaning of resources. | Perceptive reflection on self as language learner and language user.  Insightful exploration and analysis of the relationship between language, culture, and communities.  Detailed understanding of and reflection on [First Language] variation and change.  Insightful consideration of issues relating to sustaining, strengthening, and advocating for [First Language]. |
| B | Mostly accurate and appropriate use of language and expression to communicate in [First Language].  Mostly effective and clear exchange of information, experiences, opinions, and ideas.  Mostly effective and respectful collaboration with others. | Sound knowledge, understanding, and application of oral and written systems and structures.  Some clarity and detail in analysis of linguistic, cultural, and stylistic features.  Considered interpretation and explanation of the meaning of resources. | Considered reflection on self as language learner and language user.  Thoughtful exploration and analysis of the relationship between language, culture, and communities.  Sound understanding of and reflection on [First Language] variation and change.  Thorough consideration of issues relating to sustaining, strengthening, and advocating for [First Language]. |
| C | Generally accurate and appropriate use of language and expression to communicate in [First Language].  Generally clear exchange of information, experiences, opinions, and ideas.  Generally effective and respectful collaboration with others. | Competent knowledge, understanding, and application of oral and written systems and structures.  Some analysis of linguistic, cultural, and stylistic features.  Satisfactory interpretation and explanation of the meaning of resources. | Some reflection on self as language learner and language user.  Some exploration and analysis of the relationship between language, culture, and communities.  Some understanding of and reflection on [First Language] variation and change.  Some consideration of issues relating to sustaining, strengthening, and advocating for [First Language]. |
| D | Occasionally accurate and appropriate use of language and expression to communicate in [First Language].  Some clarity in exchange of information, experiences, opinions, and ideas.  Some effective and respectful collaboration with others. | Partial knowledge, understanding, and application of oral and written systems and structures.  Partial analysis of linguistic, cultural, and stylistic features.  Partial interpretation and explanation of the meaning of resources. | Superficial reflection on self as language learner and language user.  Superficial exploration and analysis of the relationship between language, culture, and communities.  Basic understanding of and reflection on [First Language] variation and change.  Basic consideration of issues relating to sustaining, strengthening, and advocating for [First Language]. |
| E | Limited use of language and expression to communicate in [First Language].  Attempted exchange of information, experiences, opinions, and ideas.  Limited collaboration with others. | Limited knowledge, understanding, and application of oral and written systems and structures.  Minimal analysis of linguistic, cultural, and stylistic features.  Limited interpretation and/or explanation of the meaning of resources. | Attempted reflection on self as language learner and language user.  Limited exploration and analysis of the relationship between language, culture, and communities.  Minimal understanding of and reflection on [First Language] variation and change.  Limited consideration of issues relating to sustaining, strengthening, and advocating for [First Language]. |