

**Students entering Year 11:
Recommended levels
students need to have
attained on the
Early Adolescence
EAL/D Progress Map***

**Minimum level recommended:
Level 5**

The student initiates and maintains interactions with other SAE speakers in own areas of interest and ability, understands a growing range of personal and school interactions centred around familiar contexts, comprehends and responds to a growing range texts on familiar topics, writes about most common topics with accuracy and some detail.

**Minimum level recommended:
Level 3**

The student uses simple common expressions and some full sentences, gains essential information from short, simple spoken texts in familiar contexts, comprehends and responds to a small range of short, simple texts, writes short, linked sentences in a number of basic text types.

**Minimum level recommended:
Level 1b**

The student is new to learning SAE but possess learning strategies gained in previous school experience, relies heavily on non-verbal gestures and cues, produces short formulaic expressions, understands a few familiar SAE words and phrases, becomes aware of the conventions of SAE texts, writes simple phrases and sentences related to the personal context, requires teacher and bilingual support.

**EAL/D WACE Courses:
Requirements to achieve a
C Grade in Year 11**

ATAR

To achieve a C Grade in Year 11:

The student generally communicates effectively in SAE in familiar contexts, shows developing ability to communicate in unfamiliar situations and maintains interactions with some assistance. The student comprehends spoken texts related to most personal and school topics and comprehends a range of extended texts in familiar contexts. The student writes clearly structured and evidenced texts on a range of personal, academic and general topics, although makes fairly frequent language errors and focuses on more concrete issues.

GENERAL

To achieve a C grade in Year 11:

The student communicates effectively in SAE on familiar topics for a range of purposes and audiences with some reliance on supportive interlocutors. The student comprehends short, moderately paced speech on personal and school topics and short, well-structured written, visual and electronic texts in familiar contexts, identifying main ideas and specific information. The student writes a range of texts in familiar contexts, with general control of language and structure.

FOUNDATION

**To achieve a C grade in Year 11:
TBA**

**Students exiting Year 12:
The levels attained on the
Late Adolescence
EAL/D Progress Map*
equivalent to a C Grade**

Year 12 ATAR C grade = Level 6

The student comprehends most social and general school interactions in familiar and some unfamiliar contexts with facility, communicates effectively with SAE-speaking peers independently, maintaining interactions, comprehends a variety of extended written, visual and digital texts independently interpreting information beyond the literal level, writes clear, detailed texts using conventions of the relevant text type with accuracy.

Year 12 General C grade = Level 4

The student comprehends well-articulated longer speech on familiar topics, identifying main ideas, participates in and maintains expanded interactions in SAE with supportive interlocutors, comprehends and responds to a range of short well-structured written, visual and digital texts in familiar contexts, writes a variety of straightforward connected texts on familiar topics relating to social life or study.

Year 12 Foundation C grade = Level 3

The student comprehends the gist of short, careful speech on familiar topics, uses simple connected speech on topics of personal interest, participates in face to face interactions with supportive interlocutors, comprehends and responds to a small range of, simple written, visual and digital texts on familiar topics, with support, writes a small range of texts on familiar content related to personal or study contexts to social life or study.

**Year 12 Foundation C grade = Level 3
Australian Core Skills Framework**