Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages. The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

### Key Ideas

**Language and culture**

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages. In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a ‘one plus one’ relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages ‘work’, how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

**Structure**

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

**Paths**

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners. The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- **first language learner pathway**
- **second language learner pathway**
- **revival language learner pathway**

**Sequences of learning**

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- **Foundation-Year 10 sequence**
- **Years 7–10 (Year 7 Entry) sequence**

For the first language learner pathway, there is one learning sequence:

- **Years 7–10 (Year 7 Entry) sequence**

**Content and achievement standards**

Content and achievement standards are described initially in a three-year band for Foundation-Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6; Years 7–8 and Years 9–10. The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

**Content structure**

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning

The strands reflect three important aspects of language learning:

1. **communication**
2. **analysis of aspects of language and culture**
3. **reflection that involves**

- reflection on the experience of communicating
- reflection on comparative dimensions of the languages available in students’ repertoires (for example, the first language in relation to second language and self in relation to others).

**Strands and sub-strands**

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of ‘threads’ that support the internal organisation of content in each sub-strand. These ‘threads’ are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.
### Year 9 and 10 Level Description

**The nature of the learners**

Students integrate elements of both their Chinese and Australian cultures into their understanding of the ways people behave and use language. They explore the nature of their dual identities and bilingual capabilities. They look at identity as a concept and at the nature of diversity in the sense of what it means to be Chinese.

**Chinese language learning and use**

Students are immersed in Chinese language, exploring and discussing topics related to their developing identity as Chinese-speaking Australians. They access information relating to popular culture and topical issues, learning to recognise diverse representations and perspectives, and exploring context and the values and beliefs of authors.

**Contexts of interaction**

Contexts for interaction extend beyond the classroom to include students’ active engagement with the local community, exploring the use of Chinese in business, social and educational activities, and interacting with different generations of Chinese speakers. These contexts provide students with the opportunity to explore the modifications necessary to deepen their understanding of social distance.

**Texts and resources**

Students engage with a variety of text types and modes, including visual and digital media, music, TV series, classical Chinese stories, documentaries, and bilingual versions of classic and contemporary literature and their film adaptations.

**Features of Chinese language use**

Students elaborate their message, nominalise, and add complexity to the expression of their ideas. They apply their understanding of appropriate register in a widening range of interactions, and experiment with increasing sophistication in writing, through the use of idiom and references to classical literature. They learn to appreciate the forms and historical value of classical Chinese literature, and to appreciate how language changes over time.

**Level of support**

Correct Chinese language use continues to be modelled by the teacher to support students’ oracy and literacy development. Glossaries, vocabulary lists, dictionaries and digital translation tools are used to support comprehension of an increasingly diverse and complex range of texts and interactions.

**The role of English**

Classroom interaction occurs primarily in Chinese. English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

### Year 9 and 10 Content Descriptions

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<table>
<thead>
<tr>
<th><strong>Communicating</strong></th>
<th><strong>Understanding</strong></th>
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<tbody>
<tr>
<td><strong>Socialising</strong></td>
<td><strong>Creating</strong></td>
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</table>
| Interact and socialise with a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle.  
[Key concepts: diversity; perspective; Key processes: discussing, deciding, taking action]  
Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing different views.  
[Key concepts: expectations, values, beliefs, attitudes; Key processes: evaluating, exchanging, interpreting, negotiating]  
Inform  
Investigate different interpretations of contemporary and historical events and people.  
[Key concept: perspective; Key processes: evaluating, researching]  
Develop and present a position on topical events and people by referring to a range of sources, and connect this position to the perspectives of others.  
[Key concept: perspective; Key processes: processing, informing]  
Create imaginative texts, drawing on and adapting representations of people and events encountered in traditional and contemporary Chinese literature, drama or song.  
[Key concepts: classical, contemporary; literature; Key processes: evaluating, expressing]  
Translating  
Participate in reading Chinese literature in original and in translation, and explain assumptions or implied meanings which inform how ideas have been translated from Chinese into English.  
[Key concept: equivalence; Key processes: comparing, transferring, explaining]  
Create and adapt bilingual texts for different settings and audiences, identifying the contextual and cultural challenges.  
[Key concepts: audience, context, social distance, bilingualism; Key processes: identifying, translating, interpreting]  
Reflecting  
Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both Chinese and English.  
[Key concepts: face, public, private; Key processes: adjusting, analysing]  
| **Systems of Language**  
Explain the role that features of prosody such as intonation and stress play in interactions in various contexts.  
Infer possible sounds and meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic and phonetic sides.  
Understand and apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese.  
Analyse and compose different types of texts for different purposes, using appropriate linguistic, textual and cultural elements.  
| **Language variation and change**  
Explain how gender, social class and age affect language use in formal and informal contexts.  
Explore ways to use traditional characters to enhance their own communication.  
| **Role of language and culture**  
Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures.  
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