Rationale
 Through learning languages, students acquire:
 - communication skills in the language being learnt
 - an intercultural capability, and an understanding of the role of language and culture in communication
 - a capability for reflection on language use and language learning.
 Language learning offers 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.
 Language learning broadens students’ horizons in relation to the personal, social, cultural, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:
 - extends the capability to communicate and extends literacy repertoire
 - strengthens understanding of the nature of language, of culture, and of the processes of communication
 - develops intercultural capability
 - develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
 - develops understanding of how culture shapes worldviews and extends learners’ understanding of themselves, their heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Language learning also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aims
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, in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Pathways
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
- revivial language learner pathway
- second 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 structure
The content of the Australian Curriculum: Languages is organised through two intersecting 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 the experience of interpreting and creating meaning
- reflection on the experience of analysing language and culture (available in students’ repertoires for example, the first language in relation to second language and self in relation to others).
**Year 9 and 10 (Year 7 Entry) Level Description**

**The nature of the learners**
At this level, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring but work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences. They are considering future pathways and options, including how German could be part of these.

**German language learning and use**

- **Communication**
  - **Socialising**
    - Initiate and maintain interactions with peers and adults by seeking and offering ideas, opinions and feelings as well as information related to relationships, school experience, community and future plans.
    - Interact with others to make decisions and solve problems to complete tasks such as obtaining goods or services, and negotiate with peers to take individual and/or collective action.
    - Develop classroom language to contribute to structured discussions and monitor learning by giving and following instructions and advice, making suggestions, asking questions for clarification, and expressing agreement or disagreement.
    - **Informing**
      - Access and analyse information, feelings and opinions in a range of digital, print and multimodal texts.
      - Present information and opinions in different modes and familiar text types appropriate to audience, context and purpose, applying conventions of text types.

- **Creating**
  - Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions or opinions, or modifying aspects.
    - Create a variety of imaginative texts to entertain, convey ideas and express emotions.
    - Translating
      - Translate and interpret aspects of informative and imaginative texts, identifying and explaining some of the challenges involved and adjustments required when transferring meaning between languages and cultures.
    - **Reflecting**
      - Interact with a range of German speakers and texts, being aware of audience and context, and recognising that intercultural communication involves shared responsibility for meaning-making.
      - Reflect on self as a language user and discuss own and others’ cultural identity, considering how it is both shaped by and influences ways of communicating and thinking.

- **Understanding**
  - **Systems of Language**
    - Notice examples in spoken German of variation in features such as pronunciation, rhythm and stress, and the use of contractions; and articulate and apply in writing common German spelling and punctuation rules, such as for commas and quotation marks.
    - Identify, comprehend and create a range of different text types, including simple narrative, informative and persuasive texts such as diary entries, letters, advertisements and articles, incorporating appropriate linguistic, textual and cultural elements.
  - **Language variation and change**
    - Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts.
  - **Role of language and culture**
    - Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs.

**Contexts of interaction**

- Learners interact with teachers, peers and members of German-speaking communities face-to-face and via digital technologies. They may also have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange students, language assistants, film festivals, community events or in-country travel.

**Texts and resources**

- Learners build on and extend their knowledge of different types of text and language functions through balancing focused attention to language forms and structures with text creation and performance. They work with a wider range of fiction and nonfiction texts, which allows for exploration of themes of personal and societal relevance, for example, global issues, identity and relationships, diversity and inclusivity. They develop additional analytical tools, including considering of literary form and devices, and ways in which language choices empower, build identity and are influenced by audience, context and purpose.
- They identify how texts shape perspectives and meaning.

**Features of German language use**

- Learners expand their knowledge and control of grammatical elements such as register, future tense, reflexive verbs and subordinate clauses. In-depth investigation of the links between German, English and other languages they know strengthens learners’ intercultural capability. They examine the processes involved in learning and using a different language, recognising them as cognitive, cultural and personal as well as linguistic. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to ‘decipher’ from normative ways of thinking and communicating, to consider themselves through the eyes of others, and to communicate in interculturally appropriate ways.

**Level of support**

- Learners are increasingly aware of and responsible for their own learning, working independently and collaboratively to address their learning needs. Resources are required to support this process, such as technological support for vocabulary expansion, graphic organisers, modelled texts, dictionaries and teacher feedback. Students require continued explicit instruction on the grammatical system and opportunities to discuss, practise and apply their knowledge. They monitor their own progress and learning, such as through the use of e-journals or folios, using these to reflect on their language learning and intercultural experience.

**The role of English**

- While sustained use of German is expected at this level, English continues to be used when necessary for substantive and cultural impact on attitudes and beliefs. Students are encouraged to use English in learning German.

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### Content Descriptions

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