The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills that enable students to:
- 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.

Aims

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Three these 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 understanding 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 languages(s). It is a reciprocal and dynamic process, which develops language use within intercultural dimensions of language learning and cultural experience. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stand 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 learning and language use. The experience of being in two worlds at once involves noticing, questioning and developing an awareness of how language and culture shape identity.

Structure

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three language pathways:

- first language learner pathway
- second language learner pathway
- revitalisation/culture 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.

Content structure

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

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

The strands reflect three important aspects of language learning:

- communication
- analysis of aspects of language and culture
- reflection that involves understanding and reflecting on language use.

Year 9 and 10 Achievement Standard

By the end of Year 10, students will use written and spoken German to initiate and sustain interactions with teachers, peers and others in a range of settings and for a range of purposes. They use language spontaneously in the classroom environment to seek clarification and advice, assist others, initiate conversations and discussions, debate a course of action, share learning strategies and comment on the contribution of others, for example, Meinen Sie, dass ...? Was würdest du an meiner Stelle tun? Simon hat Unrecht. Meinung neun ist Kims Geschichte am lustigsten. Ich sehe deutsche Filme, um meine Aussprache zu verbessern. They describe plans and aspirations using future tense, for example, Wir werden bald in Deutschland sein. Ich werde sicher die 12. Klasse zu Ende machen, und dann werde ich hoffentlich studieren. They state facts and relate experiences, such as, Wir haben fast alle unsere Lernziele für das Halbjahr erreicht. Mit 5 Jahren spielte mich mit Puppen und konnte lesen, using past tense forms, Perfekt and Imperfekt, of regular and irregular verbs. When speaking, they use appropriate pronunciation, intonation and stress in a range of sentence types, including variations such as contractions. They locate, synthesise and evaluate information on local and global issues from a range of perspectives and sources. They present ideas, information and views in a range of texts selected to suit audience, purpose and context. They analyse the main ideas and themes in imaginative texts and use evidence to support their views. They plan, draft and present imaginative texts using literary devices (imagery, similes, onomatopoeia) to engage a range of audiences. When creating informative, persuasive and imaginative texts, students use a variety of conjunctions, relative clauses and other cohesive devices to build cohesion, for example, Ich skype oft mit den Austauschschülern, die letztes Jahr bei uns waren. They specify and describe places accurately by applying knowledge of the case system to articles, common demonstratives and possessives followed by adjectives, for example, Ich habe mit meinen neuen Computer große Probleme. They interpret and/or translate excerpts from German texts, identifying and explaining culture-specific aspects, and create texts that reflect and explain aspects of culture and language for different German-speaking and Australian audiences. They identify and challenge their own assumptions and take responsibility for modifying language and behaviours in relation to different cultural perspectives.

Students identify ways that language influences people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity. They explain the roles of different German cases (nominative, accusative, dative and genitive) and tense to identify different aspects of the spoken language, and understand the roles of different German cases (nominative, accusative, dative and genitive) and tense to identify different aspects of the spoken language, and appreciate the scale and importance of linguistic diversity.

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Year 9 and 10 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
Learners interact with peers, teachers and other German speakers in immediate and local contexts relating to their social and learning worlds, and with unfamiliar German-speaking communities and cultural resources through a range of physical, virtual and online environments. This is a period of language exploration and vocabulary expansion, and of experimentation with a wider range of modes of communication, for example, digital, collaborative participation and group discussions. Greater control of language structures and systems, and understanding of the variability of language use increase confidence and interest in communicating in a growing range of contexts. Learners use German to initiate, sustain and extend interactions in situations such as negotiating a resolution to a disagreement; to express feelings and opinions; to participate in imaginative and creative experiences; to develop, analyse, interpret and translate a wider range of texts and experiences; and to reflect on and evaluate learning experiences. They use German more fluently, with a greater degree of self-correction and repair, and reference the accuracy of their target language use against a stronger frame of knowledge of grammar. They demonstrate understanding of language variation and change; of how intercultural experience, technology, media and globalisation influence language use and forms of communication. Task characteristics and conditions are more complex and challenging. They provide opportunities for collaborative language planning and performance, the development of translating and interpreting tools, and strategic use of language and cultural resources.

Contexts of interaction
The contexts for learning and using German are regularly extended beyond the classroom. Learners interact with teachers, peers and members of German-speaking communities face-to-face and via online technologies. They have opportunities to engage with German speakers and cultural events in the wider community, such as in the media, guest speakers, exchange assistants/students, films festivals, community events or in-country travel.

Features of German language use
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 consideration 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.

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 ‘decentre’ 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 need ongoing support for understanding concepts and processes. Resources are required to support this process, such as technological support for vocabulary expansion, graphic organisers, modelled texts, dictionaries and teacher feedback.

The role of English
While sustained use of German is expected at this level, English continues to be used when necessary for substantive discussions, explanation and analysis. This allows learners to communicate in depth and detail about their experience of learning German and to express ideas, views and experiences at a level beyond their current level of proficiency in German. English may be used in conjunction with German to conduct research, to translate or to communicate bilingually.

Year 9 and 10 Content Descriptions

Communicating

Year 9 Content Descriptions
Socialising
Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, to describe past events, future aspirations and social issues, and to express and justify opinions.
[Key concepts: perspective, future, past; Key processes: sustaining interactions, discussing, justifying, proposing]

Engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour.
[Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating]

Extend language to describe and reflect on the experience of learning and using German.
[Key concepts: reflection, metalinguage; Key processes: reflecting, expressing, evaluating]

Informing
Investigate, synthesise and evaluate information from different perspectives on local and global issues, identifying how context and culture affect how information is presented.
[Key concepts: representation, community, world issues; Key processes: researching, synthesising, evaluating, representing]

Convey ideas, information and views from multiple sources, using different modes of presentation to suit different audiences and to achieve different purposes.
[Key concepts: representation, discovery, interconnection; Key processes: presenting, representing, reporting]

Creating
Engage with a variety of imaginative texts, analysing the main ideas, values and techniques, and discussing issues and themes, using evidence from the texts to support their views.
[Key concepts: imagery, metaphor, emotion, themes; Key processes: analysing, comparing, persuading]

Create a variety of imaginative texts using different devices such as imagery and sound effects to engage a range of audiences.
[Key concepts: imagination, perspectives, setting, character; Key processes: entertaining, composing, performing]

Translating
Interpret and/or translate German and English texts, identifying and explaining culture-specific aspects and expressions that do not translate easily.
[Key concepts: culture, context, idioms; Key processes: interpreting, translating, comparing, analysing]

Create bilingual texts which reflect and explain aspects of culture and language for different German-speaking and Australian audiences.
[Key concepts: interconnection, assumptions, sensitivity; Key processes: explaining, translating, relating interculturally]

Reflected
Make choices while using German, recognising own assumptions and responsibility for modifying language and behaviour in relation to different cultural perspectives.
[Key concepts: judgement, reciprocity, cultural behaviour; Key processes: questioning, modifying, behaving, taking responsibility]

Explore and express own identity and ability to act as a cultural mediator between German speakers and Australians.
[Key concepts: cultural mediation, perspective, diversity; Key processes: evaluating, exploring, explaining]

Understanding

Systems of Language
Explore the features of spoken and written language, and apply variations in relation to features such as stress, pronunciation and contractions.
[Key concepts: stress, rhythm, application; Key processes: exploring, reproducing, applying]

Understand and apply in complex sentences a range of vocabulary and grammatical structures, including future tense, imperative mood and some relative pronouns, for the purposes of interaction, narration, description, persuasion, argument and exposition.
[Key concepts: syntax, mood, modality, grammar patterns; Key processes: classifying, applying, experimenting, manipulating]

Describe the interrelationship between text types, language choices, audience, context and purpose, and identify the role culture plays in the creation and interpretation of texts.
[Key concepts: connections, textual conventions, text types; Key processes: structuring, applying, describing, transforming]

Language variation and change
Analyze and explain how and why language is used differently in a range of texts, considering features such as dialects and register.
[Key concepts: register, constraints; Key processes: analysing, comparing, explaining]

Understand the influence of language on people’s actions, values and beliefs, and appreciate the scale and importance of linguistic diversity.
[Key concepts: influence, power, diversity; Key processes: reflecting, understanding]

Role of language and culture
Understand that language and culture are interrelated and that they shape and are shaped by each other.
[Key concepts: culture, connections, perceptions; Key processes: reflecting, analysing, discussing]

Year 10 Content Descriptions
Socialising
Initiate and participate in sustained interactions, using formal and informal registers, to seek and give advice, to describe past events, future aspirations and social issues, and to express and justify opinions.
[Key concepts: perspectives, future, past; Key processes: sustaining interactions, discussing, justifying, proposing]

Engage in a range of shared activities such as managing events and arguing for a course of action by persuading others to change their opinion and/or behaviour.
[Key concepts: information exchange, issues, collaboration; Key processes: planning, negotiating, communicating]

Extend language to describe and reflect on the experience of learning and using German.
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