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 communications

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 interdependence 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 settings, and resources and 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 and understanding. 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 use 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.

**Pathways**

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate 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
- revital 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 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
   - reflecting on one’s experience of communicating
   - reflecting on characteristic dimensions of the language 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**

Students have prior experience of learning Modern Greek and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Modern Greek may feature in these.

**Modern Greek language learning and use**

This is a period of language exploration and vocabulary expansion and experimentation with different modes of communication. Greater control of language structures and systems increases confidence and interest in communicating in a wider range of contexts. Learners use Modern Greek to communicate and interact, access and exchange information, express and form opinions, and participate in imaginative and creative experiences. There is a balance between activities which focus on language forms and structures and those which emphasise communicative tasks and performance. Learners recognise that deriving meaning from a different language involves interpretation and personal response as well as literal translation and factual reporting. Task characteristics and conditions at this level are more complex and challenging, providing opportunities for collaborative as well as individual language planning and performance, and development and strategic use of language and cultural resources. Learners demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence forms of communication. They discuss the relationship between language, culture and identity, exploring in more depth the processes involved in learning and using a different language. They recognise the value of learning a second language and have a growing awareness of the interconnection between Australia and Greek-speaking communities in Australia and overseas.

**Contexts of interaction**

The language class remains the principal context for learning and using Modern Greek. Learners use spoken and written Modern Greek to interact with peers and the teacher in the classroom, and extend their interactions beyond the school setting through communication with Greek speakers in local contexts and online environments. They participate in wider experiences relating to Greek language and culture, such as film festivals and competitions, drama and art programs. Greek festivals, interacting with Greek-speaking guests, artists and musicians, and in-country study trips. These authentic experiences give learners a sense of connectedness and purpose, and make use of and extend their language capability beyond the school context.

**Texts and resources**

Learners engage with a range of texts and resources, such as textbooks, videos, apps and online materials, media resources, fiction and non-fiction texts, and performances.

**Features of Modern Greek language use**

Learners recognise and approximate the pronunciation, rhythms and intonation patterns of extended phrases and compound sentences. They use vocabulary with more complex syllable combinations and become more fluent and accurate in spoken and written language production. They gain greater control of grammatical elements, using a range of verb tenses to describe past (προχωρώ/πρεπώ, present (ναι), future events (θα μοιράζομαι με τους), and experiences (παίζω, πιάζω). They are considering future pathways and prospects, including how Modern Greek may feature in these.

**Level of support**

This stage of learning involves consolidation and progression. Learners need opportunities for new challenges and more independent learning experiences. Continued scaffolding, modelling and monitoring are needed to support these challenges. A range of resources is provided and processes are modelled for the development of more autonomous self-monitoring and reflecting strategies, such as e-journals, video documenting and discussion forums. Continued focused attention on grammatical and textual features supports learners in the production of texts.

**The role of English**

Learners at this level increasingly use Modern Greek for classroom interactions and routines, and are able to express some complex concepts and reactions in Modern Greek, in structured discussions. English continues to be used as the medium for substantive discussion, comparison, analysis and reflection. This allows learners to express abstract and complex views and ideas about language, culture, intercultural experience and identity that may be beyond their existing ability in Modern Greek.

### Year 9 and 10 (Year 7 Entry) Content Descriptions

**Communicating**

<table>
<thead>
<tr>
<th>Socialising</th>
<th>Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate and sustain interactions by sharing personal opinions and experiences, face-to-face or online, with peers, and comparing aspects of young people’s lives, such as relationships, events and aspirations.</td>
<td>Respond to imaginative texts by expressing personal preferences, feelings and opinions about themes, mood and language choices.</td>
</tr>
<tr>
<td>[Key concepts: youth, relationships, future, Key processes: interacting, comparing, sharing]</td>
<td>[Key concepts: themes, imagination, social awareness; Key processes: expressing, modifying, responding, expressing]</td>
</tr>
<tr>
<td>Participate in collaborative planning and decision-making for events and shared experiences, and engage in different transactions.</td>
<td>Experiment with different techniques to create and present imaginative texts designed to engage different audiences.</td>
</tr>
<tr>
<td>[Key concepts: roles, transactions, tasks, Key processes: negotiating, collaborating]</td>
<td>[Key concepts: fantasy, private and public world, preferences; Key processes: creating, experimenting, connecting, reflecting]</td>
</tr>
<tr>
<td>Participate in structured discussions and tasks by asking and responding to questions, clarifying understanding and expressing agreement or disagreement.</td>
<td>Translating</td>
</tr>
<tr>
<td>[Key concepts: learning, contribution; Key processes: discussing, clarifying]</td>
<td>Translate and interpret a range of community and social media texts such as posters, advertisements and blogs, identifying and explaining words or expressions of specific cultural significance.</td>
</tr>
<tr>
<td>Informing</td>
<td>[Key concepts: cultural understanding, representation, meaning; Key processes: translating, interpreting, analysing]</td>
</tr>
<tr>
<td>Obtain and use information from a range of spoken, written, digital and visual texts, identifying and comparing perspectives on social and cultural issues.</td>
<td>Create bilingual texts that draw on Greek and English for different purposes, such as menus or product instructions designed for both language contexts.</td>
</tr>
<tr>
<td>[Key concepts: community, perspectives; Key processes: selecting, sharing, analysing]</td>
<td>[Key concepts: interpretation, equivalence, bilingualism; Key processes: creating, translating, interpreting]</td>
</tr>
<tr>
<td>Adapt and present information and ideas on a variety of topics using presentation modes selected to suit different audiences and to achieve specific purposes.</td>
<td>Reflecting</td>
</tr>
<tr>
<td>[Key concepts: content, audience, mode; Key processes: selecting, designing, presenting]</td>
<td>Interact with Greek speakers and resources, recognising that intercultural communication involves shared responsibility for communication.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Systems of Language</td>
</tr>
<tr>
<td>Examine how Greek language and culture is variously expressed in different linguistic and cultural settings, identifying and explaining variations.</td>
<td>Recognise and reproduce Greek sound-letter relationships and combinations in spoken and written forms and key features of pronunciation, rhythm and stress, including some irregularities.</td>
</tr>
<tr>
<td>[Key concepts: liaison, rhythm, intonation, pitch; Key processes: recognising, discriminating, imitating, producing]</td>
<td>[Key concepts: translation, interpreting, analysing]</td>
</tr>
<tr>
<td>Compare and contrast the structure and linguistic features of different types of text, developing understanding of the relationship between context, purpose and audience, and identifying culturally specific elements.</td>
<td>Develop knowledge of vocabulary and sentence structures to elaborate meaning, for example, by using a range of verbs and tenses, personal pronouns, adverbs, adjectives and time indicators to describe, state and link people, objects and events.</td>
</tr>
<tr>
<td>[Key concepts: grammatical systems, connections; Key processes: experimenting, applying]</td>
<td>[Key concepts: genre, textual conventions, register; Key processes: exploring, connecting, comparing]</td>
</tr>
</tbody>
</table>

**Role of language and culture**

Explain how meanings may vary according to cultural assumptions and perspectives that people bring to interactions and experiences, recognising that such variations impact on intercultural communication. **[Key concepts: stereotypes, social norms, values and attitudes; Key processes: analysing, explaining, reflecting]**