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 provides an 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.

Learning languages 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, 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 repertoires;
- 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 own heritage, values, culture and identity;
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages 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 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 revitalisation and reactivation 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 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 contexts, and different processes. This context process involves reflection and analysis, as students move between the new language being learnt and their own existing languages. 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 one 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 to cater for the dominant cohort(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;
• revival 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 – Years 3, Years 3–6 and Years 7–10. In the absence of more concrete 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).
Year 7 and 8 (Year 7 Entry) Level Description

The nature of the learners
Students are beginning their study of Spanish and typically have had little prior exposure to the language and associated cultures of the Spanish-speaking world. Many will have learnt an additional language in primary school, and some have proficiency in different home languages; these students bring existing language-learning strategies and intercultural awareness to the new experience of learning Spanish. Students’ textual knowledge developed through English literacy learning supports the development of literacy in Spanish. Skills in analysing, comparing and reflecting on language and cultural practices; Key concepts: diversity, perspectives, cultural practices; Key processes: analysing, making connections, explaining.

Spanish language learning and use

Learners are encouraged to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of ‘norms’ associated with their first language and culture.

English serves two main functions in the Spanish class: it represents a point of reference for Spanish learning by enabling students to bring existing language and culture learning through discussions, journaling or contributions to a shared digital space.

Features of Spanish language use

Learners become familiar with the sounds of Spanish, including pronunciation, rhythm, pitch and stress. They recognise similarities with many English words, noting differences in pronunciation and spelling. They understand and apply elements of Spanish grammar such as word order; simple verb forms, including common reflexive verbs; gender and number agreement of articles, nouns and adjectives; pronouns; and prepositions. Students understand that language is organised as text, and that texts use different structures and language features to achieve different purposes. Students observe the patterns of word formation, noticing the role played by prefixes and suffixes. They create their own texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives (including possessive and demonstrative) and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events and circumstances are represented.

Level of support
Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling and feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to different contexts. Support resources include word lists/dictionaries, visual organisers, images and gestures. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations.

The role of English

English serves two main functions in the Spanish class: it represents a point of reference for Spanish learning by enabling students to bring existing language use, features and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion. Learners rely on teacher talk, instruction, modelling and feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users, and to self-monitor and adjust language in response to different contexts. Support resources include word lists/dictionaries, visual organisers, images and gestures. Learners may collaborate with peers in structured pair and group tasks that have clear roles and expectations.

Year 7 and 8 (Year 7 Entry) Content Descriptions

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Socialising</strong></td>
<td><strong>Systems of Language</strong></td>
</tr>
<tr>
<td>Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes.</td>
<td>Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions.</td>
</tr>
<tr>
<td>[Key concepts: friendship, family, home, leisure; Key processes: interacting, exchanging, describing]</td>
<td>[Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]</td>
</tr>
<tr>
<td>Participate in collaborative activities and events that involve planning, making arrangements, negotiating and reviewing.</td>
<td>Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order.</td>
</tr>
<tr>
<td>[Key concepts: negotiation, transaction, rules; Key processes: planning, giving and following instructions]</td>
<td>[Key concepts: syntax, word order, gender, number, agreement; Key processes: noticing, applying, explaining]</td>
</tr>
<tr>
<td>Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions.</td>
<td>Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning.</td>
</tr>
<tr>
<td>[Key concepts: roles, routines; Key processes: questioning, interacting]</td>
<td>[Key concepts: text conventions, genre; Key processes: noticing, analysing, comparing]</td>
</tr>
<tr>
<td><strong>Informing</strong></td>
<td><strong>Language variation and change</strong></td>
</tr>
<tr>
<td>Obtain factual information from a range of spoken, written and digital texts, identify key points and use the information in new ways.</td>
<td>Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts.</td>
</tr>
<tr>
<td>[Key concepts: diversity, concepts from other learning areas; Key processes: locating, comprehending, classifying]</td>
<td>[Key concepts: register, status, variation; Key processes: noticing, analysing, explaining]</td>
</tr>
<tr>
<td>Present information on selected topics in spoken, written and digital forms.</td>
<td>Understand the dynamic nature of languages.</td>
</tr>
<tr>
<td>[Key concepts: community, traditions, environment; Key processes: describing, informing, presenting]</td>
<td>[Key concepts: language contact, word borrowing, globalisation, dynamism; Key processes: observing, identifying, discussing]</td>
</tr>
<tr>
<td><strong>Creating</strong></td>
<td><strong>Role of language and culture</strong></td>
</tr>
<tr>
<td>Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas.</td>
<td>Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia.</td>
</tr>
<tr>
<td>[Key concepts: imagination, character, expression; Key processes: participating, responding, recounting]</td>
<td>[Key concepts: diversity, regional variation, accents, global language; Key processes: mapping, comparing, distinguishing]</td>
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<tr>
<td>Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions.</td>
<td>Recognise the interconnected relationship between language and culture.</td>
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<tr>
<td>[Key concepts: performance, emotion, expression, imagination; Key processes: creating, expressing, connecting, imagining]</td>
<td>[Key concepts: interdependence, perspectives, cultural practices; Key processes: analysing, making connections, explaining]</td>
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