

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 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.

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, 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 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 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.

Year 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Arabic to initiate, sustain and extend formal and informal interactions with the teacher, peers and others in a range of settings. They use language spontaneously to respond to others, seek and give advice for example, *كيف لأذهاك ثيرامعلم تي أحب وطيدة؛ بعائد لتي علاقتي كثر؛ أصدقاء عندي*, describe relationships for example, *أع تقد... أن أس تطيع فضاء رائد أكون أن أحلم ط ب ب با؛ اصبح أن أريد العطة؛ في مكونالذ ف في عمل أن أريد*, discuss aspirations for example, *الجامعة أدخل أن أريد أك بر؛ عندما أوروب؛ إلى أسافر أن أريد المسد تقبل؛ يف*, and future plans (for example, *ب سبب... لأن*, compare experiences for example, *ب يتي من أجمل كان التقديم ب يتي*) on social issues of interest to them. They listen to different views and perspectives when interacting with others, and take action, solve problems and contribute ideas, opinions and suggestions. They apply pronunciation rules and rhythm to complex sentences to enhance spoken interactions. They analyse, interpret and evaluate information on topical issues of interest to young people, making connections with their own experiences and considering various perspectives. They convey information and perspectives using different text types and modes of presentation to suit different contexts and audiences and to achieve different purposes. They share their response to different imaginative texts by analysing themes for example, *وال تشد بيه والاسد تعارة الكناية*, techniques for example, *النص ي وججها التي المشاعر*, and values, and identify ways in which aspects of language and culture create particular effects, such as *ظرف ال فعلية؛ والجملة الاسمية الجملة*, indirect object, passive and active voice, negation for example, *العام ال شارع في الاسد ترالي؛ المجمع في الأوقات؛ من وقت في*, verb tense and word order for example, *الجملة ب داية في الممكن أو الزمان*. Students translate and interpret texts from Arabic into English and vice versa and explain how cultural values, attitudes and perspectives are represented. They create a range of bilingual texts for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question perceptions, and modify language and behaviours in intercultural interactions as appropriate.

Students apply their understanding of complex pronunciation rules and writing conventions, such as stress patterns and rules of pause, to enhance meaning and aesthetic effect. They analyse a range of persuasive, argumentative and expository texts and explain the relationship between context, purpose, audience, linguistic features, and textual and cultural elements such as *الرسائل ب داية في والتوقع التحية*. They explain how and why variations in Arabic language use relate to roles, relationships and contexts of interaction. Students analyse the ways in which languages change in response to changing environments. They explain how language use reflects thoughts and world views and is shaped by cultural experiences.

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, 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.

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
 •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 – 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

At this level, students bring to their learning existing knowledge of Arabic language and culture and a range of strategies. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and sustainability 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 the possible role of Arabic in these.

Arabic language learning and use

Learners are immersed in Arabic language, initiating and engaging in discussions and debates on topics of interest, and responding to enquiries. They reflect on the cultural and linguistic appropriateness of their language use in interactions and make necessary adjustments. They engage in an increasing range of interactions with others, seeking and giving advice **جدام ف دة لأها ب ال سد باحة أن صحك ال ريد اضة؛ ت حب لأك** , discussing future plans and aspirations **ال ف قري زداد** , and justifying their ideas and opinions **لا كثيرأ؛ رايك أ د ترم أذا** . They access and evaluate information about places, events, people, experiences and cultures from diverse sources, and convey perspectives and views on topical issues such as friends, family and relationships, social issues, youth culture, community matters and the natural and built environments, making connections with their own ideas and experiences. Learners produce a range of texts, such as informative, narrative, descriptive, procedural or persuasive texts, for a variety of contexts, audiences and purposes. They use their imagination to create and present texts, such as stories, plays, poems and speeches, and to express ideas, attitudes and values through different characters, events, settings and techniques. They develop translating and interpreting techniques and intercultural awareness in order to mediate between languages and cultures. Through their engagement with diverse texts and resources, students explore how cultural practices, concepts, values and beliefs are embedded in texts and how language choices shape and reflect perspectives and meaning.

Contexts of interaction

Learners interact with peers, the teacher and other Arabic speakers both locally and globally through a variety of means and modes of communication, including digital, online, collaborative performances and group discussions. The context of interaction extends beyond the classroom and involves investigating and reporting on issues in the local community and transacting with local Arabic speakers to negotiate services. These experiences provide learners with a sense of connectedness and purpose as Arabic and English speakers.

Texts and resources

Learners use diverse resources such as Arabic newspapers, magazines, documentaries, films, stories, songs, television programs, entertainment performances and web pages as references to assist them with discussions and research projects on Arabic language and culture. They explore a variety of text types, such as poems, articles, formal letters, interviews and speeches, and engage with a range of informative, historical or literary perspectives, views and arguments. Learners use a range of dictionaries and translation methods to support comprehension, build vocabulary and elaborate on ideas.

Features of Arabic language use

Learners apply appropriate pronunciation, rhythm, stress and tone and a variety of language features and complex sentence structures to enhance their spoken and written communication. They apply complex grammatical structures, such as indirect object pronouns and passive voice, to express their ideas objectively in texts such as articles and speeches, for example, **ال طعام ف ال ورة نُفعت ل قد ته تم لا** . They expand on their views and opinions by using persuasive language, such as the subjunctive and imperative moods **ال اسطوري ال ف لم شاهوات نسوا؛ لا** , and use cohesive devices to link and sequence ideas and information, for example, **ال نظافة يوم عن أحدث كم أن أود ال بداية ف ي** . They analyse and explain how and why language use varies according to cultural contexts, relationships and purposes, and develop the language of reflection in Arabic.

Level of support

Support at this level of learning includes rich and varied stimulus materials, continued scaffolding and modelling of language functions and communicative tasks, and explicit instruction and explanation of the grammatical system, with opportunities for learners to discuss, clarify, practise and apply their knowledge. Critical and constructive teacher feedback combines with peer support and self-review to monitor and evaluate learning outcomes, for example, through portfolios, peer review or e-journaling.

The role of English

Arabic is predominantly used as the medium for classroom interaction and content delivery. English is used only when necessary to allow for further reflection on and discussion or explanation of more demanding concepts, particularly when making connections between language and culture. Learners explore how language influences cultural experiences and ways of thinking and of viewing the world. They examine their own personal and cultural identity and reflect on the nature of intercultural exchanges in which they are involved. They question the assumptions that Arabic and English speakers bring to interactions, and discuss ways to increase mutual understanding. They view their bilingualism and biculturalism as an asset for themselves and for Australia.

Year 9 and 10 Content Descriptions

Communicating

Socialising

Initiate, sustain and extend interactions with others through seeking and giving advice, and discussing future plans, aspirations, relationships and social issues.

[Key concepts: relationships, education, community, social issues; Key processes: advising, explaining, persuading, commenting, justifying]

Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks, transactions and problem-solving, managing different views and perspectives.

[Key concepts: roles, perspectives, responsibility; Key processes: commenting, selecting, evaluating]

Engage in language learning tasks and experiences, discussing and justifying ideas and opinions.

[Key concepts: interconnection across concepts and actions, mindful learning; Key processes: discussing, connecting, justifying]

Informing

Locate, analyse, interpret and evaluate information from online and digital sources on issues of interest to young people, making connections with own experiences and considering various perspectives.

[Key concepts: representation, perspective, private and public world; Key processes: summarising, interpreting, evaluating, connecting, relating]

Construct and present texts in varied styles and formats to convey own and others' perspectives on ideas and information for different contexts, audiences and purposes.

[Key concepts: audience, purpose, media, perspectives; Key processes: constructing, persuading, comparing, evaluating, connecting]

Creating

Explore a range of imaginative texts, analysing themes, values and techniques, and discussing how aspects of language and culture help create particular effects.

[Key concepts: culture, emotion, values, style; Key processes: analysing, discussing, interpreting, evaluating]

Create and present imaginative texts to express ideas, attitudes and values through characters, events and settings for a range of audiences, contexts and purposes.

[Key concepts: imagination, creativity, morality; Key processes: composing, engaging, projecting, presenting]

Translating

Translate and interpret texts from Arabic into English and vice versa for different audiences and contexts, and reflect on how cultural values, attitudes and perspectives are represented in each language.

[Key concepts: audience, context, perspective, values; Key processes: reflecting, interpreting, comparing, analysing]

Create bilingual texts that reflect aspects of culture for Arabic-speaking and English-speaking audiences in the school and wider community, for example, pamphlets, travel brochures or road directories.

[Key concepts: representation, cultural literacy; Key processes: interpreting, referencing, relating intercultural]

Reflecting

Reflect on how meanings vary according to cultural assumptions that Arabic and English speakers bring to interactions, and take responsibility for contributing to mutual understanding.

[Key concepts: cultural assumptions, judgement; Key processes: reflecting, relating intercultural]

Reflect on own cultural identity and how it is both shaped by and influences ways of communicating, thinking and behaving.

[Key concepts: perception, identity, communication; Key processes: discussing, evaluating, reflecting]

Understanding

Systems of Language

Understand how rules of Arabic pronunciation, including patterns of stress and rules of pause, and writing conventions enhance meaning and aesthetic effect.

[Key concepts: fluency, complexity, appropriateness; Key processes: applying, analysing, synthesising]

Analyse how the use of grammatical elements such as indirect object, passive voice, dual form, verb tense and word order impact on tone, speech level and formality, and on meaning-making.

[Key concepts: register, grammatical systems, meaning; Key processes: analysing, explaining, manipulating, applying]

Understand the relationship between purpose, audience, context, linguistic features, and the textual and cultural elements associated with different types of texts, such as persuasive, argumentative and expository texts.

[Key concepts: perspective, purpose, audience; Key processes: analysing, correlating, discussing, explaining]

Language variation and change

Analyse and explain how variations in Arabic language use relate to roles, relationships and the context of interactions, and consider how and why these would differ from interactions in English or other languages represented in the classroom.

[Key concepts: genre, variation, intercultural literacy; Key processes: analysing, explaining, reflecting]

Reflect on the dynamic nature of language, relating it to constantly changing environments and cultural conditions such as contact with other languages and cultures and changing circumstances in local and global contexts.

[Key concepts: communication, influence, power of language, changing environment; Key processes: investigating, examining, analysing, explaining, reflecting]

Role of language and culture

Explore how language both shapes and reflects thoughts and world views and encourages action and reaction, and is shaped by community and individual cultural experiences.

[Key concepts: cultural experience, thought, behaviour; Key processes: discussing, reflecting, expressing opinions]