

**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 7 and 8 (Year 7 Entry) Achievement Standard**

By the end of Year 8, students use spoken and written Chinese to sustain interactions in their personal and social worlds (for example, 你叫什么名字？你多大了？你住在哪个城市？,不对，我是说... and 老师，我可以用电脑吗？), making appropriate language choices for different roles, relationships and situations, for example, 你的那个, 那个 assignment 做完了吗？ They access and analyse information (for example, 排版结构, 表格, 图标) from a range of sources which include familiar characters and use this information for a range of purposes. Students interpret, translate and create a range of spoken, written and multimodal Chinese texts for imaginative, informative and persuasive purposes and for different audiences. Sentences generally contain two or more ideas connected by cohesive devices (for example, 如果...就...), and use a range of time phrases (for example, 然后 ; 就) to sequence events and ideas. Students make comparisons (比;跟...一), and provide reasons to explain their opinions or actions, using conjunctions (因为、所以、因此).

Students explain the diversity in speaking and writing systems across languages, including regional variations within Chinese, and how these differences impact on their own understanding and communicative practices. They identify familiar characters in their simplified and traditional forms, and explain the differences between standard Chinese and dialects that may be spoken in their family. Their written literacy is still developing and they produce longer and more complex texts through the use of digital resources than in handwriting. They describe how the distinctive features of Chinese grammar and texts can be used to achieve particular effects and purposes. They explain how ideas are mediated across languages and cultures in their local communities. They express their own understandings of the Chinese cultural values that influence their own communicative practices.

**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 7 and 8 (Year 7 Entry) Level Description****The nature of the learners**

Students understand the ways in which they use more than one language in their daily lives. They understand the differences between the Chinese and English oral and written language systems and begin to extend their knowledge of language structures and texts.

**Chinese language learning and use**

Students are immersed in Chinese and begin to explore social issues, including environmental sustainability and family structure. Students explore the world of Chinese language with a focus on extending their contexts and purposes of use and refining their skills in using language that is appropriate to purpose and audience.

**Contexts of interaction**

Students interact using Chinese in the classroom and wider school environment, and with family and the local community, exploring the place of Chinese-speaking communities and the relevance of the experiences of past communities to the modern world.

**Texts and resources**

Students engage with language through visual media, poetry, drama, music, TV series and documentaries. They correspond with others by text message and email and through class-based social networking sites.

**Features of Chinese language use**

Written language use includes learning to read extracts from both Chinese and English literature to compare features of individual works. Students read nonfiction texts that are often glossed in Pinyin or supported with vocabulary lists. They learn to analyse new characters encountered in texts with a focus on mapping these character forms to their known spoken language. Oral language use includes participating in discussions and presentations on topics of interest and on life experiences in different contexts and cultures. Students participate in activities that focus on pronunciation, tone and rhythm, and learn to appreciate how their own language use compares to modern standard forms.

**Level of support**

Correct Chinese language use is modelled by the teacher to support students' Chinese oracy and literacy development. Vocabulary lists and model texts support literacy development.

**The role of English**

Classroom interaction is predominantly conducted in Chinese, with English being used to compare languages and explore complex ideas related to language, culture, learning and concepts from other learning areas.

**Year 7 and 8 (Year 7 Entry) Content Descriptions****Communicating****Socialising**

Interact with peers and familiar adults, exchanging opinions and feelings and establishing friendships.

[Key concepts: context, choice; Key processes: responding, transacting, exchanging]

Participate in planning individual and group action to contribute to school and local community, making choices from available options.

[Key concepts: leisure, education, relationships; Key processes: transacting, exchanging]

**Informing**

Locate and organise key points of information from a range of familiar sources.

[Key concept: information; Key processes: collating, analysing]

Represent factual information related to other learning areas and on topics of interest in a range of texts and formats for different audiences.

[Key concepts: information, data, significance, legacy; Key processes: locating, analysing]

**Creating**

Interact with and express opinions on a range of imaginative texts.

[Key concepts: imagination, attitude, beliefs; Key processes: analysing, creating]

Adapt events and characters from popular Chinese narratives for particular audiences and to create specific effects.

[Key concepts: sequence, story; Key processes: adapting, creating]

**Translating**

Translate short texts and identify words and phrases in Chinese that do not readily translate into English.

[Key concept: equivalence; Key processes: comparing, translating]

Create simple bilingual texts for different audiences, considering the influence of different roles, relationships, settings and situations.

[Key concepts: audience, context, bilingualism; Key processes: translating, interpreting]

**Reflecting**

Reflect on personal responses and reactions during interactions in Chinese such as talking with a Chinese adult or interacting online with Chinese peers.

[Key concepts: reflection, place; Key processes: reflecting, observing, noticing]

**Understanding****Systems of Language**

Explain the phonological and tonal features of Chinese, including variations in tone, stress and phrasing in diverse settings.

Identify features of individual characters and the form and function of components in individual characters and in related characters (for example, 心, 想, 情, 闷), and learn to relate components (部件) and sides (偏旁) to the meaning and sound of characters.

Explore features of the Chinese grammatical system.

Identify how information and ideas are organised in a range of genres, and compare the textual features of narratives in Chinese and English to determine features which are distinctive to Chinese.

**Language variation and change**

Differentiate features and apply rules for expressing meanings in spoken and written modes in different contexts.

Explore the role of language in passing on cultural values and beliefs to younger generations and identify changes in language use over time.

**Role of language and culture**

Discuss ways in which language choices indicate aspects of social position (such as class, gender and ethnicity) and inhibit or encourage others' involvement or sense of belonging.