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 Achievement Standard

By the end of Year 8, students use spoken and written Chinese to maintain exchanges, to analyse and evaluate information, and to share opinions (for example, 电视节目，纪录片，**教育片，微**电影，报纸，杂志，**网站，博客， 少年百科**) and experiences, for example, 我们为什么要保护熊猫？中国和澳大利亚的一些差异, 我最喜欢的假期. They select and discern tone patterns and atonality. Students respond to and create a range of texts (for example, 流行歌曲演唱；电视剧配音), for different audiences and purposes. They create sentences that contain two or more ideas connected by cohesive devices (for example, 不但…而且…) and use a range of time phrases (for example, 先…然后；以前；吃了饭，就）to sequence events and ideas. Students make comparisons (for example, 比;跟…一样), and elaborate on and explain their opinions or actions using conjunctions, for example, 所以、要不然. They use stylistic devices (including 比喻，排比，反问), and use 成语 to influence and persuade others. They move between English and Chinese to interpret and translate for different audiences.

Students explain how changes in tone and tone combination impact on meaning. They describe culturally specific gestures and actions. They identify diversity within the Chinese spoken and written language and explain the differences in writing systems across languages. Students connect the distinctive features of Chinese grammar with the development of complex ideas, and explain how the structure of texts influences audience response. They explain how features of Chinese culture impact on communication practices and influence their own interactions with others across languages.

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 Level Description

The nature of the learners
Students maintain their sense of belonging to both their home and their outside culture. They can alter their conduct to fit different contexts within the world of teenage experience.

Chinese language learning and use
Classroom interaction is primarily conducted in Chinese. Students extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They are immersed in Chinese language, exploring issues related to youth culture, environmental conservation, family structure and welfare, and the features of diverse Chinese personal and social environments.

Contexts of interaction
Students use Chinese at school and home, and through increased engagement with members of their local communities. The online environment is used to connect students with other Chinese language users globally.

Texts and resources
Students engage with a variety of text types and modes, including visual and digital media, music, TV series, documentaries, and bilingual versions of classic and contemporary literature and their film adaptations.

Features of Chinese language use
Students extend their writing skills to include more persuasive language and more formal genres, such as articles and reports. They participate in presentations on topics related to the history and geography of Chinese-speaking communities, and initiate discussion through enquiry. Students begin to compare their own pronunciation to modern standard spoken Chinese. They also explore the influence of English on their own communication in Chinese, in pronunciation and linguistic structures, and the role of code-switching in their daily language use. Students develop their skills in analysing characters and recognising word and clause boundaries in extended text.

Level of support
Correct Chinese language use continues to be modelled by the teacher to support students' oracy and literacy development. Glossaries, vocabulary lists, dictionaries and translation tools are used to support comprehension.

The role of English
English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

Year 7 and 8 Content Descriptions

Communicating

Socialising
Interact and socialise with familiar groups and individuals, exchanging personal information such as sporting achievements, favourite pastimes, and sharing perspectives on aspects of contemporary life such as popular music.
[Key concept: perspective; Key processes: transacting, connecting]

Participate in planning joint projects and events that would benefit the local community, justifying choices and making decisions.
[Key concepts: community, benefit; Key process: interpreting, negotiating, collaborating]

Informing
Collate and analyse information from a range of sources to develop a position on an issue.
[Key concepts: bias, perspective; Key processes: collating, analysing]

Plan and convey key points of information and opinions based on information drawn from a range of sources.
[Key concept: multiculturalism; Key processes: collaborating, comparing, evaluating]

Creating
Express opinions about how popular imaginative texts, including poems and 故事, reveal important cultural values.
[Key concepts: values, beliefs, attitudes; Key processes: comparing, contrasting]

Create narratives that express the everyday experiences of young people, experimenting with dialogue.
[Key concepts: imagination, attitude, beliefs; Key processes: analysing, creating]

Translating
Translate short texts for different audiences, identifying what is lost in translation and considering alternative ways to explain key points.
[Key concepts: concept, public, personal; Key processes: comparing, translating]

Create bilingual texts relating to other learning areas and topics of interest, considering the influence of different roles, relationships, settings and situations when interpreting both Chinese and English.
[Key concepts: audience, context, bilingualism; Key processes: identifying, translating, interpreting]

Reflecting
Reflect on own intercultural experiences, and contrast ways in which people of different generations, genders and linguistic backgrounds use language and respond to different experiences.
[Key concepts: change, continuity; Key processes: reflecting, shaping]

Understanding

Systems of Language
Identify changes in tone that occur when words or tones are combined, recognise atonality in rapid connected speech, and use this knowledge to aid in interpreting meaning.

Use character and component knowledge to infer sound and meaning of new characters encountered in texts, and examine component form and function to associate the correct sound and meaning with individual characters.

Recognise ways of organising and expressing ideas in Chinese.

Identify structure and organisation of different texts, including expositions, procedural texts and recounts, and use these in their own speech and writing.

Language variation and change
Understand how language is used to reflect different roles, relationships, settings and values and modify language use in diverse contexts.

Explore the significance of tradition in 名人名言 and 经典, and contemporary influences on language use.

Role of language and culture
Explain how communicative practices are influenced by engagement with different languages and cultures.