

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.

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.

Year 9 and 10 Achievement Standard

By the end of Year 10, students sustain extended exchanges with others (for example, 那个, 你知道的, 就是, 还有) and use Chinese to participate in shared activities, for example, 我为什么学汉语, 澳大利亚的多元文化, 年轻人的兴趣, 网络的好与坏, 你难道不觉得...如果...就...吗? 你的意思是说..., 如果是这样的话... They apply knowledge of rhythm, pitch, intonation, and voice projection, and move between traditional and simplified characters as appropriate to role, audience and purpose.

Students respond to and create imaginative, persuasive and informative texts such as 自发采访, 本地电视节目, 访谈节目 and 偶像剧, 娱乐节目, 电影片断, 音乐录影, in a range of generic formats, making choices with regard to audience and purpose, for example, 澳大利亚土著人的艺术, 我看移民热, 现代女性的地位, 报刊杂志, 百科全书, 百度等搜索引擎. They use Chinese to maintain social relationships with and interact with a diverse range of people across a variety of situations and contexts, using common colloquial expressions. They construct sentences using a range of structures to incorporate information and ideas, including relative and attributive clauses, conditionality and indefinite pronouns. Students compare information and ideas, explain or justify perspectives, and relate events using conjunctions. They apply a range of stylistic devices to engage and influence audiences, for example, 夸张, 幽默.

Students explain how the traditional and simplified forms of the Chinese writing system convey meaning, and how ideographic cues can be used to extend meaning. They analyse the key features of Chinese grammar and sentence structure, and compare language use across a range of contexts and modes. They explain how features of culture impact on communication practices across languages, and apply this knowledge to their own interactions with others.

Year 9 and 10 Level Description**The nature of the learners**

Students integrate elements of both their Chinese and Australian cultures into their understanding of the ways people behave and use language. They explore the nature of their dual identities and bilingual capabilities. They look at identity as a concept and at the nature of diversity in the sense of what it means to be Chinese.

Chinese language learning and use

Students are immersed in Chinese language, exploring and discussing topics related to their developing identity as Chinese-speaking Australians. They access information relating to popular culture and topical issues, learning to recognise diverse representations and perspectives, and exploring context and the values and beliefs of authors.

Contexts of interaction

Contexts for interaction extend beyond the classroom to include students' active engagement with the local community, exploring the use of Chinese in business, social and educational activities, and interacting with different generations of Chinese speakers. These contexts provide students with the opportunity to explore the modifications necessary to deepen their understanding of social distance.

Texts and resources

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

Features of Chinese language use

Students elaborate their message, nominalise, and add complexity to the expression of their ideas. They apply their understanding of appropriate register in a widening range of interactions, and experiment with increasing sophistication in writing, through the use of idiom and references to classical literature. They learn to appreciate the forms and historical value of classical Chinese literature, and to appreciate how language changes over time.

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 digital translation tools are used to support comprehension of an increasingly diverse and complex range of texts and interactions.

The role of English

Classroom interaction occurs primarily in Chinese. English is used when required for comparison or to explore complex ideas related to language, culture and concepts from other learning areas.

Year 9 and 10 Content Descriptions

Communicating		Understanding
<p>Socialising Interact and socialise with a range of participants, recognising alternative positions, ideas and perspectives relating to experience and lifestyle. [Key concepts: diversity, perspective; Key processes: discussing, deciding, taking action]</p> <p>Negotiate actions and contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing different views. [Key concepts: expectations, values, beliefs, attitudes; Key processes: evaluating, exchanging, interpreting, negotiating]</p> <p>Informing Investigate different interpretations of contemporary and historical events and people. [Key concept: perspective; Key processes: evaluating, researching]</p> <p>Develop and present a position on topical events and people by referring to a range of sources, and connect this position to the perspectives of others. [Key concept: perspective; Key processes: processing, informing]</p>	<p>Creating Interpret representations of people and events encountered in contemporary and traditional Chinese performance. [Key concepts: entertainment, representation; Key processes: interpreting, adapting]</p> <p>Create imaginative texts, drawing on and adapting representations of people and events encountered in traditional and contemporary Chinese literature, drama or song. [Key concepts: classical, contemporary, literature; Key processes: evaluating, expressing]</p> <p>Translating Participate in reading Chinese literature in original and in translation, and explain assumptions or implied meanings which inform how ideas have been translated from Chinese into English. [Key concept: equivalence; Key processes: comparing, transferring, explaining]</p> <p>Create and adapt bilingual texts for different settings and audiences, identifying the contextual and cultural challenges. [Key concepts: audience, context, social distance, bilingualism; Key processes: identifying, translating, interpreting]</p> <p>Reflecting Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style when using both Chinese and English. [Key concepts: face, public, private; Key processes: adjusting, analysing]</p>	<p>Systems of Language Explain the role that features of prosody such as intonation and stress play in interactions in various contexts.</p> <p>Infer possible sounds and meanings of unfamiliar characters encountered in a range of contexts by identifying and explaining the role of semantic and phonetic sides.</p> <p>Understand and apply complex grammatical structures and features to achieve particular effects, and explore grammatical features of classical Chinese.</p> <p>Analyse and compose different types of texts for different purposes, using appropriate linguistic, textual and cultural elements.</p> <p>Language variation and change Explain how gender, social class and age affect language use in formal and informal contexts.</p> <p>Explore ways to use traditional characters to enhance their own communication.</p> <p>Role of language and culture Explain how languages shape the communicative practices of individuals and groups, and identify ways to enhance understanding across cultures.</p>