

**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 sustain oral and written interactions with known audiences, making appropriate adjustments to language use for different audiences, contexts and purposes. They access and analyse a range of authentic spoken, written and multimodal sources to support and present ideas and opinions. Students respond to and create spoken, written and multimodal imaginative texts in a range of genres. They translate informative texts from Chinese into English and vice versa for particular audiences. Students reflect on adjustments they make to language use for different audiences.

Students apply knowledge of grammatical and text structures and vocabulary choices to communicate effectively. They identify the main ideas conveyed in texts related to other learning areas or presented in age-appropriate imaginative texts or media. They locate texts within a cultural context, and compare the values and practices encountered in classical Chinese texts with those encountered in their local communities. They identify ways that texts reflect the cultural background and values of the author and how they can be interpreted differently.

**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 whose first language is Chinese learn about being Chinese in Australia and begin to develop their bilingual and bicultural identities as they learn to live and interact with the Australian community.

**Chinese language learning and use**

Students are immersed in Chinese, with the teacher using Chinese for instruction, explanation and interaction. Learners speak and write in Chinese to express their own interests and describe and discuss their life experiences in diverse contexts. To develop oracy and literacy, learners build metalinguistic awareness across both Chinese and English, identifying similarities and differences in language systems and framing. Given the high value placed on recital in Chinese culture, students are likely to have begun to develop this skill, and it should be further developed as part of their progress towards becoming high-level users of Chinese in a range of contexts. Students consciously apply a working knowledge of Chinese language systems to their language use in order to understand why they make certain choices in interactions and to access a wider range of written texts.

**Contexts of interaction**

Students use language in a range of contexts across family, school, community and social situations. They actively participate in the wider Chinese community, both locally and globally. They learn to adjust their communication for audience and purpose.

**Texts and resources**

Students access Chinese texts written in both simplified and traditional characters to obtain information on a range of subjects which support their learning in other areas. They engage with contemporary culture through film, music, and youth magazines, and use online and digital resources. They engage with traditional and contemporary Chinese language literature to enhance their appreciation of literary styles. They read texts in both simplified and traditional characters, comparing forms and identifying how key components are altered or transferred, and use this understanding to make informed predictions of meaning when they read new characters in the form that is less familiar to them.

**Features of Chinese language use**

Students use Chinese to write and speak with imagination to engage or persuade peers, justifying their perspectives by drawing on ideas or experiences of others. They apply linguistic expressions encountered in contemporary and traditional literature to develop their own ability to write in more expressive and creative ways while increasing accuracy in their use of simplified and traditional characters.

**Level of support**

First language learners often have limited experience of Pinyin but may use other romanisation systems. First language learners transcribe Pinyin and character texts from the sounds that they hear, with the support of Pinyin tables and component lists as required.

**The role of English**

Students make comparisons between Chinese and English as they develop their literacy and oracy skills in both languages.

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

Interact with peers and exchange opinions and preferences about new social and cultural experiences, adjusting tone, vocabulary and phrasing to influence others.

[Key concepts: community, environment, culture shock; Key processes: comparing, exchanging]

Collaborate with peers to plan and organise multicultural projects and events that would benefit their school and local community.

[Key concepts: multiculturalism, community; Key processes: planning, socialising]

**Informing**

Interpret the stated and implied meanings in authentic informative texts, and use evidence to support or challenge different perspectives.

[Key concept: perspective; Key processes: challenging, interpreting, informing]

Use and analyse a range of sources written in simplified and traditional script to identify relevant information, and use this information to create purposeful public information texts.

[Key concepts: relevance, public life; Key processes: analysing, conveying]

**Creating**

Compare how contemporary Chinese media and literature represent the notion of 'being Chinese' or 'being other', and use this knowledge to present a point of view for an identified audience.

[Key concepts: culture, identity, representations; Key processes: comparing, expressing, responding]

Plan, rehearse and deliver presentations of classical Chinese literature and famous speeches and discuss how cultural values can be transferred.

[Key concepts: 古文, entertainment values; Key processes: planning, rehearsing, delivering, transferring]

Use particular language features such as dialogue and imagery in short stories, literary essays and plays to create own imaginative representations of experience.

[Key concepts: journey, reality and fantasy, interconnectedness; Key processes: expressing, experimenting, analysing]

**Translating**

Identify challenges in and techniques for mediating between Chinese and English.

[Key concepts: equivalence, paralinguistic cues; Key processes: responding, translating, mediating]

Create bilingual information texts for speakers of Chinese and English in Australia, recognising 'code-switching' and how specific vocabulary and terminology from other learning areas can be translated in different settings, such as for an expert or beginner audience.

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

**Reflecting**

Reflect on adjustments they and others make in their everyday language use, and connect these adjustments to aspects of experience, culture and roles in Australian society.

[Key concepts: bilingualism, identity, community, belonging, culture shock; Key processes: reflecting, adjusting, analysing]

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

Discuss features of Chinese phonology and compare their own pronunciation with that of other speakers of Chinese.

Identify and explain the differences between traditional and simplified characters, inferring meaning and sound of unfamiliar characters from knowledge of components and positions.

Apply understanding of word morphology and vocabulary choices to interpret and convey meaning.

Compare how grammatical features such as tense and passive voice are constructed in English and Chinese, and identify distinctive features of Chinese grammar, for example, in tense marking (了、过), possession, plurality.

Compare writing styles between Chinese authors to identify and explore the purposes and features of text structure and organisation of ideas.

**Language variation and change**

Explore assumptions and challenges for language use in new environments, identifying and comparing ways in which sensitive topics are introduced and discussed across languages, for example, comparing the Chinese custom of asking direct questions about age, income and other personal matters with the contexts in which these questions are asked in English.

Analyse features of classical literature in their original and contemporary forms, and apply features of 文言文 and 古文 in their own language use, identifying rules of intonation in classical poems and the impact of these rules on modern poetry.

Identify the features of persuasive language and analyse its use in advertising.

**Role of language and culture**

Analyse the use of language across genders and generations, within and across language communities.