

**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 (Year 7 Entry) Achievement Standard**

By the end of Year 10, students sustain extended interactions with diverse individuals and groups, selecting spoken and written language for precision and for effect on participants. Students collate and evaluate a range of spoken, written and multimodal sources to convey different perspectives to different audiences. They select and organise ideas, adapting language, style, register and textual features to mediate these ideas for a range of audiences who speak Chinese or English or both. They respond to authentic texts and create a range of persuasive, informative and imaginative texts. Students apply features of prosody in their own speech. They apply understanding of character components and morphemes to their own writing. They reflect on their own experiences of interacting across diverse linguistic and cultural contexts, and move readily between languages and cultures.

Students demonstrate metalinguistic awareness across Chinese and English and identify similarities and differences in the structure and framing of both languages. They make and justify choices on how they present themselves and their ideas to audiences who speak either language. They analyse how language features and devices are used to achieve different purposes. Students explain how language and languages vary with time and according to situation and context. They identify evidence showing how texts reflect the cultural background and values of the author and different perspectives.

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

Students continue to develop their bilingual and bicultural identities. They explore how their identities are changing through their lived experience in Australia, identifying points of difference between their own values and those around them. They engage with the possibilities that being bilingual offers them now and in the future, and reflect on their potential as mediators of language and culture in local and global communities.

**Chinese language learning and use**

Students are immersed in Chinese. They present, debate and discuss issues, exploring their responses, positioning themselves in relation to events, and recognising and accepting others' diverse perspectives. 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.

**Contexts of interaction**

Students use language in a range of contexts across family, school, community and social situations to further develop their skills in communicating with range of audiences and contexts. They actively mediate between languages and cultures within their school and local communities.

**Texts and resources**

Students read, view and listen to a range of print, digital and online text types and resources, including newspaper reports, news websites, magazines, teen fiction, films and documentaries.

**Features of Chinese language use**

Students learn how to write objectively in simplified and traditional characters and substantiate their ideas and perspectives in appropriate ways. They learn to transcribe complex spoken texts and develop skills in listening to diverse speakers of Chinese who vary in rhythm and pitch. Students experiment with western genre conventions in their Chinese speech and writing and with ways of expressing and developing their 'Chinese voice' effectively for diverse audiences.

**Level of support**

Students develop their understanding of Pinyin. They use Pinyin and characters to transcribe the sounds that they hear in a range of contexts, for example transcribing song lyrics and noting details from spoken texts.

**The role of English**

Chinese is the language of classroom instruction and interaction. Students make comparisons between Chinese and English language and culture as their sophistication in both languages grows.

**Year 9 and 10 (Year 7 Entry) Content Descriptions**

Communicating		Understanding
<p><b>Socialising</b> Influence and engage others, debating ideas and opinions, selecting language, tone, culturally expected stylised gestures, pitch and pace for different audiences. [Key concepts: perspective, conflict, difference; Key processes: persuading, influencing]</p> <p>Plan and negotiate actions to contribute to their local and global community, and suggest alternatives when planning and negotiating. [Key concepts: politeness, proactivity/initiative; Key processes: planning, contributing, negotiating]</p>	<p><b>Creating</b> Recognise and explain differing viewpoints on the world, cultures, individuals and issues as represented in major forms of literature such as 散文, 小品, 小说, and use this knowledge to create analytical and imaginative responses for identified audiences. [Key concepts: difference, culture, viewpoint; Key processes: recognising, representing]</p> <p>Compare performance features of major forms of classical literature, such as in 诗, 词, making thematic and intertextual connections. [Key concepts: culture, values; Key processes: connecting, performing, responding]</p> <p>Create imaginative texts experimenting with genre, textual features and stylistic devices. [Key concepts: ancestry, culture, love, fear, inner world; Key processes: creating, expressing, experimenting]</p>	<p><b>Systems of Language</b> Compare features of prosody across languages and explore how they contribute to expression of meaning.</p> <p>Identify and explain how Chinese orthography enables access to technical and unusual vocabulary, including specialised abstract nouns, and a wider range of texts, using orthographic knowledge to identify characters related to topics studied in other learning areas, such as chemical elements (periodic table) and mathematical terms.</p> <p>Compare the nature of word formation, including subtle forms of adjectives such as 特有的 and 明朗, in the development of new words in Chinese and English, and evaluate their effectiveness in conveying new concepts.</p> <p>Analyse and experiment with the use and effect of figurative and evaluative expressions, colloquial forms, and other language features in texts.</p> <p>Discuss key stylistic features of different text types, including classical literature.</p>
<p><b>Informing</b> Identify and analyse the effects of how information is organised in authentic texts, and apply this knowledge to create purposeful texts that persuade and inform. [Key concepts: local, global, diversity, information; Key processes: transcribing, analysing, informing, persuading]</p> <p>Evaluate the utility and reliability of sources when accessing information, and use this knowledge to present a point of view for different audiences. [Key concepts: bias, authorship; Key processes: conveying, evaluating]</p>	<p><b>Translating</b> Interpret culture-specific concepts. [Key concepts: humour, equivalence, cultural assumptions, wordplay; Key processes: interpreting, translating, mediating]</p> <p>Create bilingual texts for a range of audiences, contexts and purposes. [Key concepts: audience, context, social distance; Key processes: identifying, translating, interpreting]</p> <p><b>Reflecting</b> Reflect on the language choices they make when expressing their points of view to others and connect these choices to their identities in Chinese and Australian communities. [Key concepts: individual identity and collective identity, community, dynamism; Key process: reflecting]</p>	<p><b>Language variation and change</b> Explain how changes in context impact on how language is adapted to convey meaning within and across languages.</p> <p>Research the phenomenon of language change in Chinese-speaking communities and monitor language use in a range of contemporary contexts.</p> <p>Analyse the language of different media and examine the ways in which media use language to persuade and influence others.</p> <p><b>Role of language and culture</b> Analyse and discuss the ways in which language is used to position authors, readers and participants in texts.</p>