

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 Achievement Standard

By the end of Year 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery). Students use pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources (such as 新闻, 访谈, podcast, 纪录片) to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions, for example, 为什么学中文很重要? ; 澳大利亚的语言; 好用的手机app, 我不太同意你的说法, 因为...你觉得呢? ; 虽然你说得有道理, 但是... 所以我觉得... They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物? 如果我...的话. They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants (for example, 我和 / 跟妈妈去买东西), and adverbs to express time, tense and frequency of events, for example, 总是, 还没有. They use conjunctions (for example, 虽然如此..., 尽管这样...但是...) and apply a range of stylistic devices such as rhetorical questions, quotes and 成语. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. They engage with a range of imaginative texts, for example, 娱乐节目-小品, 合唱, 音乐录影, 流行歌曲比赛, 电视片, 电影.

Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others' language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others' communication practices. Students reflect on how their own cultural experience impacts on interactions with Chinese speakers.

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 Level Description**The nature of the learners**

At this level, students bring prior knowledge of Chinese language and culture, and a range of language learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth, social and environmental issues. They are considering their future pathways and choices, including how Indonesian could be part of these.

Chinese language learning and use

Students use Chinese for self-expression, to obtain information and present a point of view to others, identifying subtle differences in word use and manipulating language for different purposes and audiences. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters, and creating digital texts in characters.

Contexts of interaction

The likely contexts for interaction are extended to encompass the exchange of information and opinions on topics that will assist students to develop a deeper appreciation of cultural practices and traditions in diverse Chinese-speaking communities'. Learners interact with a broader range of Chinese speakers, using the spoken language to participate in discussions and other interactions.

Texts and resources

Text types include short informative texts from various websites, opinion pieces from personal blogs, and online chat forums conducted in Chinese with users in diverse locations. Students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known.

Features of Chinese language use

Learners engage in cross-cultural communication and reflect on their own experiences in Chinese. Classmates work collaboratively to exchange information and ideas relating to contemporary issues or events and to share their life experiences. They use creative and expressive language in narratives to express their imagination.

Level of support

Learners are supported to develop autonomy as language learners and users, to self-monitor, and to adjust language in response to their experience in increasingly diverse contexts. They access characters and vocabulary from a range of print and digital resources and online and print dictionaries.

The role of English

Chinese is the language of instruction and interaction. Some discussion and reflection are necessarily carried out in English, but learners at this level are beginning to express

Year 9 and 10 Content Descriptions

Communicating		Understanding
<p>Socialising Exchange and elaborate on suggestions and opinions in spoken interactions related to planning and negotiating activities and events, adjusting spoken language for familiar and unfamiliar participants, purposes and contexts. [Key concepts: celebrity, leisure and recreation, built and natural environment; Key processes: planning, negotiating, deciding]</p> <p>Sustain and extend written exchanges about places, future plans, and contemporary social issues and activities. [Key concepts: relationships, values, beliefs, attitudes, future, work; Key processes: analysing, evaluating]</p> <p>Informing Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed. [Key concepts: celebrity, leisure and recreation, place, education, youth, space; Key processes: comparing, contrasting, negotiating, deciding, persuading]</p> <p>Collate and present different perspectives on a range of issues from different sources. [Key concepts: ideograph, issues, career, future; Key processes: extracting, collating, identifying]</p>	<p>Creating Engage with a range of performance-based imaginative texts, and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters, and considering language use and cultural meanings, and apply this knowledge to create imaginative texts. [Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding]</p> <p>Create written imaginative texts that express aspects of Chinese culture for different audiences and identify how some concepts can be readily translated between Chinese and English and some do not. [Key concepts: values, tradition; Key processes: creating, expressing, reading, writing]</p> <p>Translating Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English and some do not. [Key concepts: semantics, syntax; Key processes: translating, interpreting]</p> <p>Create bilingual texts, identifying similarities between Chinese and English syntax and vocabulary, and explaining how these similarities can be used when transferring culture- or context-specific ideas from Chinese into English. [Key concepts: similarities, cultural positioning, sensitivity; Key processes: translating, captioning]</p> <p>Reflecting Compare the experiences of young Australians with those of young people in Chinese-speaking communities, reflecting on how these diverse experiences affect individuals' identity, attitudes and beliefs. [Key concepts: behaviour, youth, lifestyle, social distance; Key processes: comparing, contrasting, reflecting]</p>	<p>Systems of Language Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions.</p> <p>Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters.</p> <p>Analyse and examine how effective authors control sentence structure and use language to engage their audience.</p> <p>Compare the purposes, text structures and language features of traditional and contemporary texts.</p> <p>Language variation and change Explain the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures.</p> <p>Explain how language defines people's roles as outsiders or insiders in groups and cultures.</p> <p>Role of language and culture Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions.</p>