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 5 and 6 Achievement Standard

By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, *Est-ce que je peux … ? Tu peux….. ?*), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as *tu* forms with friends and family members, and *vous* for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as *et, mais, parce que, plus tard, maintenant*), positive and negative statements (such as *j'ai trois amis, je n'ai plus d'amis*), and adverbs such as *très, aussi, beaucoup, un peu* and *lentement*. They recognise and use with support verb forms such as *le futur proche* (*je vais + l'infinitif*) and *le passé composé* (*j'ai + regular forms of past participle*) as set phrases. They identify *l'imparfait* when reading (for example, *c'était, il était*). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as *avant, après, devant, derrière*).

Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, *préparer, préparation; le marché, le supermarché, l'hypermarché*). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as *la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (for example, *bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.

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 5 and 6 Level Description

The nature of the learners
At this level, students are widening their social networks, experiences and communication repertoires in both their first language and French. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. Learners are noticing additional similarities and differences between French language and culture and their own.

French language learning and use
Learners' communicative capabilities are stronger, and their pronunciation, intonation and phrasing are more confident and accurate. They control and access wider vocabulary resources and use a range of non-verbal strategies to support communication. Shared tasks develop social, cognitive and language skills and provide a context for purposeful language use. Focused attention to grammar, literacy skills development and exploration of cultural elements of communication are conducted at least in part in French. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources and information with each other and with young people in French-speaking communities, accessing music and media resources, and maintaining blogs and web pages. Oracy development at this level includes active listening to a range of input from different sources. Learners develop conversational and interactional skills such as initiating and sustaining conversation, using turn-taking protocols, and 'reading' language for cultural and contextual meaning. Individual and group oral presentation and performance skills are developed through researching and organising information, rehearsing and resourcing presentations, and selecting language appropriate for particular audiences. French is used increasingly for classroom interactions, routines and exchanges, for demonstrating understanding and for communicating simple information.

Contexts of interaction
Learners use French with each other and the teacher for an increasing range of purposes. They have some access to French speakers and cultural resources in wider contexts and communities through the use of ICT. Language development and use are typically incorporated into collaborative and interactive tasks, games and activities, and learners are supported to use French spontaneously when interacting with each other.

Texts and resources
Learners engage with a growing range of oral and written texts. They use cues and decoding strategies to assist comprehension and to make connections between contexts, ideas and language within and between texts. They create their own texts for a range of purposes and audiences, such as emails, dialogues, notes and letters, presentations and performances. With support they build cohesion into their spoken and written texts in terms of both content and expression. They write more accurately and fluently, extending their writing from simple phrases to more elaborated sentences and different types of text. They use modelled language and co-produce shared texts such as class stories, journals or captions for storyboards. They have some access to texts created for young French speakers, such as stories, cartoons, magazines, websites, music clips and television programs.

Features of French language use
Learners increase their range of French vocabulary, pronunciation, grammar and textual knowledge. They are aware of the role of liaisons and accents and are familiar with frequent vowel–consonant combinations (-ille, -ette, -tion). They use present tense forms of regular -er, -ir and -re verbs, a small number of irregular verbs (être, avoir, aller, faire), and some reflexive verbs (se lever, s'habiller). They use plural forms of nouns and adjectives and some possessive adjectives. They move between statement and question forms and use simple negative constructions. They develop a metalanguage to describe patterns, rules and variations in language structures. Learners are building awareness of the relationship between language and culture, and exploring ideas relating to identity and communication. They question stereotypes, explore how attitudes are shaped by cultural perspectives, and consider their own cultural and communicative behaviours.

Level of support
While learners work more independently at this level, ongoing support, including modelling and scaffolding, is incorporated into task activity and focused language learning. Support includes provision of models, stimulus materials, and resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.

The role of English
While the use of French in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability. The language of response around learning tasks depends on the nature of task demands. French is used for communicating in structured and supported tasks, and English for open-ended tasks that involve discussion and reflection and develop understanding of language and culture.

Year 5 and 6 Content Descriptions

Communicating		Understanding

Communicating

Socialising
Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy.
[Key concepts: communication, exchange, interests; Key processes: expressing, comparing, socialising]

Participate in guided tasks such as organising displays, developing projects or budgeting for events.
[Key concepts: task, collaboration, budget; Key processes: planning, organising, budgeting]

Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning.
[Key concepts: mindful learning, process, outcome; Key processes: discussing, planning, monitoring, reflecting]

Informing
Gather and compare information from a range of sources relating to social and cultural worlds.
[Key concepts; environment, communication, social behaviours; Key processes: researching, reading, listening, collating, evaluating]

Convey information and ideas in different formats to suit specific audiences and contexts.
[Key concepts: content, audience, purpose; Key processes: organising, comparing, selecting]

Creating
Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings.
[Key concepts: character, plot, imagination, feelings; Key processes: interpreting, expressing, comparing]

Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts.
[Key concepts: adaptation, genre, plot, character; Key processes: imagining, creating, interpreting]

Translating
Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation.
[Key concepts: meaning, translation, word borrowing; Key processes: comparing, interpreting, translating]

Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks.
[Key concepts: bilingualism, word borrowing, meaning; Key processes: identifying, classifying, selecting, explaining]

Reflecting
Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use.
[Key concepts: difference, language, culture; Key processes: noticing, reflecting, describing]

Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios.
[Key concepts: identity, community, bilingualism; Key processes: identifying, presenting, explaining]

Understanding

Systems of Language
Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts.
[Key concepts: listening discrimination, accuracy, fluency; Key processes: listening, reading, recognising]

Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations. [Key concepts: grammatical rules, patterns, exceptions; Key processes: classifying, discriminating, vocabulary building]

Understand how different French texts use language in ways that create different effects and suit different audiences.
[Key concepts: genre, structure, audience, sequencing; Key processes: comparing, noticing, explaining]

Language variation and change
Understand that language is used differently in different contexts and situations.
[Key concepts: language, identity, culture, context; Key processes: observing, comparing, analysing, explaining]

Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge.
[Key concepts: language contact, word borrowing, digital media; Key processes: observing, identifying, classifying]

Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world.
[Key concepts: diversity, creoles, dialects, accents; Key processes: mapping, comparing, distinguishing]

Role of language and culture
Reflect on how ways of using language are shaped by communities' ways of thinking and behaving and may be differently interpreted by others.
[Key concepts: cultures, norms, perspectives; Key processes: reflecting, observing, comparing]