

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 share information about their personal worlds, including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others to carry out transactions, participate in class routines and socialise. They use modelled language and simple expressions to ask and respond to familiar questions and give and respond to instructions, such as, Hörst gut zu!; Hol' einen Laptop!; Wer ist das?; Woher kommt dein Vater?; Hast du Geschwister?, request help or permission, for example, Ich möchte ... , bitte.; Hilfe, bitte!; Darf ich bitte auf die Toilette gehen?, ask for information, clarification or assistance, such as, Wie bitte? Hast du mein Buch? Wie sagt man das auf Deutsch?, and clarify answers, for example, Das ist meine Freundin und sie kommt aus China. ... Ja, ich habe zwei Brüder, sie heißen Nick und Max. . When socialising, they make simple statements such as Ich mag Fußball, aber Toms Lieblingssport ist Basketball. They use key features of pronunciation, stress and intonation, including short and long vowel sounds, single consonants, blends and diphthongs, in different words, phrases and sentences, such as ja, rot, singen, Sport, Winter, zwei, ich auch. They obtain key points of information and identify main ideas in simple texts relating to own world and that of teenagers in German-speaking countries, using contextual clues to help make meaning. They use high-frequency vocabulary to describe characters, events and ideas encountered in imaginative texts, and create short informative and imaginative texts using modelled sentence structures and formulaic expressions with present tense forms of regular and some irregular verbs, and correct word order. They use a range of grammatical elements to describe people, objects, actions, events and relationships, including articles, such as, der/ein, personal pronouns and some possessive adjectives, for example, mein, dein, sein, ihr in the nominative and accusative. They qualify meaning with reference to time, manner and place using everyday adverbs and phrases, for example, am Montag; besser; in der Schule, and link words, phrases and sentences using und, aber and oder, and other connectives such as dann, später and zuerst. They work with German and English to translate texts and create simple bilingual texts for peers and family, noticing where equivalence is not possible. They identify the relationship between language and culture, giving examples of adjustments made as a result of reactions and intercultural experiences. They explain how aspects of their own identity impact on intercultural exchange.

Students identify German as an important European and global language and that it is related to English. They identify some of the common variations in German used in different contexts by different people. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They understand and apply grammatical concepts such as gender and number, and nominative and accusative case. They identify key similarities and differences between the phonological and orthographic systems of English and German, including the Umlaut and Eszett, capitalisation, and punctuation used in numbers (ordinals, decimals). They identify features of common spoken, written and multimodal texts. They understand and give examples of how language use is shaped by and reflects the values, ideas and norms of a community.

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 are beginning their study of German and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, and some have proficiency in different home languages and bring existing language-learning strategies and intercultural awareness to the new experience of learning German. Students' textual knowledge developed through English literacy learning supports the development of literacy in German. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider how the experience of learning a new language impacts on the sense of the 'norms' associated with their first language and culture.

German language learning and use

Learners are offered the necessary scaffolding to listen to, view, read, speak, perform and write German in a range of simple classroom interactions and transactions with the teacher and peers. The teacher speaks increasingly in German in order to provide rich language input and to maximise exposure to the target language. Learners work collaboratively and independently, pooling information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in guided situations with familiar contexts and roles, and begin to use and adapt the language learnt to express their own personal meanings. They reflect on intercultural perspectives and their experience of interaction and make cross-curricular connections. Opportunities are provided for real and simulated interactions with other German speakers within and beyond the school community, including via purposeful and integrated use of ICT such as social media and applications.

Contexts of interaction

The German classroom is the primary context for learning, with ICT resources and community links providing access to additional resources and learning experiences. Learners may communicate with peers in German-speaking countries using teacher-guided digital technologies such as wikis, email or online chat. They may also access German-language events or resources in the wider community, such as interschool activities, film festivals or cultural performances.

Texts and resources

Learners listen to, read, view and interact with a growing range of simple texts for a variety of purposes (social, informative, transactional, imaginative, expressive). They apply learnt processing strategies, drawing on their vocabulary and grammatical knowledge and understanding of text conventions and patterns to gain meaning and to produce texts. They plan, create and present short, simple informative and imaginative texts (personal profiles, letters, timetables, poetry, songs/raps, blogs, advertisements)

Features of German language use

Students become familiar with the sounds of German, including pronunciation, rhythm, intonation and stress. They recognise similarities with many English words, noting differences in pronunciation (*Computer, Buch, Auto*). They approximate the pronunciation and phrasing of single words and short phrases, including distinctive sounds such as *ch, r, th, u* and *z*, diphthongs such as *au, ei, eu* and *ie*, and the impact of the *Umlaut*. They understand and apply elements of German grammar such as subject-verb-object word order, simple verb forms, and gender and number agreement of nouns and pronouns. Students understand that language is organised as text and that texts use different structures and language features to achieve different purposes. They create their own short texts, mainly using the present tense of regular and common irregular verbs, enriched by the use of adjectives and adverbs. They understand that language use reflects and shapes values and attitudes, and explore how language choices determine how people, events or circumstances are represented.

Level of support

Learners rely on teacher instruction, modelling, feedback and structured opportunities for practising and understanding new language. Support resources and activities include word lists, dictionaries, visual organisers, images and gestures. Learners support one another through structured pair and group tasks that have clear roles and expectations. Opportunities are required for monitoring and evaluating their language and culture learning.

The role of English

The teacher provides rich and supported German language input, using English as a medium for most explanation and discussion. Learners are supported to use German as much as possible for classroom routines and interactions, structured learning tasks, language experimentation and practice. As their first language capabilities far exceed their proficiency in German at this stage, it is likely that they will use mainly English for discussion, clarification, explanation and analysis.

Year 7 and 8 (Year 7 Entry) Content Descriptions

| Communicating | Understanding |
|--|---|
| <p>Socialising Socialise and interact with teacher and peers to exchange greetings, good wishes, and factual information about self, family, home, school and interests, and express likes, dislikes and preferences. [Key concepts: family, relationships; Key processes: interacting, describing]</p> <p>Make plans and arrangements to carry out activities together and obtain goods or services, through transacting with others in simple and guided real or simulated situations. [Key concepts: collaboration, transaction; Key processes: planning, transacting, participating]</p> <p>Participate in classroom routines and exchanges by following instructions, asking and answering questions, apologising and making requests. [Key concepts: roles, routines; Key processes: participating, responding, contributing]</p> <p>Informing Identify topic, gist and specific points of information in a range of simple spoken and written texts relating to own world and that of other teenagers. [Key concepts: lifestyles, school, home; Key processes: listening, reading, identifying, classifying]</p> <p>Present in modelled spoken and written texts information relating to own world and that of other teenagers. [Key concepts: personal world, community, presentation; Key processes: representing, reporting, speaking, writing]</p> | <p>Systems of Language Recognise and use key features of the German sound system, including pronunciation, rhythm, stress and intonation, and identify main similarities and differences between the phonological and orthographic systems of English and German. [Key concepts: pronunciation, spelling, intonation; Key processes: listening, imitating, recognising]</p> <p>Develop knowledge of elements of the German grammatical system, including gender and number, nominative and accusative cases, present tense of regular and some irregular verbs, personal pronouns, possessive adjectives and word order, to describe people, objects, actions, events and relationships. [Key concepts: grammar features and structures, tenses, gender, syntax; Key processes: noticing patterns, making connections, applying]</p> <p>Recognise and use structures and other textual features of common spoken, written and multimodal texts such as invitations, emails, surveys, advertisements and music video clips. [Key concepts: text structure, genre; Key processes: analysing, recognising, organising]</p> <p>Language variation and change Recognise some of the common variations in German as it is used in different contexts and locations by different people. [Key concepts: variation, register, place; Key processes: comparing, observing, applying]</p> <p>Recognise that German and English are related languages and that German is an important European and global language. [Key concepts: relationships, global language; Key processes: recognising, comparing]</p> <p>Role of language and culture Understand that language use is shaped by and reflects the values, ideas and norms of a community. [Key concepts: attitudes, social norms, values; Key processes: observing, comparing, connecting]</p> |
| <p>Creating Engage with imaginative and creative texts by identifying, describing and discussing key elements, including characters, events and ideas. [Key concepts: character, imagination, representation; Key processes: responding, describing, performing]</p> <p>Reinterpret or adapt a familiar text and/or use a modelled structure and language to create simple and original imaginative texts. [Key concepts: interpretation, imagination, creativity; Key processes: interpreting, expressing]</p> <p>Translating Translate and interpret texts such as greetings, signs, emails and conversations, from German to English and vice versa, noticing similarities and differences. [Key concepts: representation, equivalence; Key processes: interpreting, translating, explaining]</p> <p>Create and maintain individual and shared bilingual texts and resources such as signs, word lists, posters, games and photo stories. [Key concepts: resources, context, meaning; Key processes: explaining, comparing]</p> <p>Reflecting Engage with German speakers and texts, noticing how interactions involve culture as well as language. [Key concepts: exchange, awareness; Key processes: reflecting, responding, noticing]</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural exchange. [Key concepts: exchange, identity; Key processes: reflecting, comparing, connecting]</p> | |