

**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 3 and 4 Achievement Standard**

By the end of Year 4, students interact with teachers and peers in classroom routines, action-related talk and play. They respond to instructions and use formulaic expressions to interact, ask questions, seek assistance, and make statements related to their personal worlds, for example, *bitte schön; Ich bin dran; Welche Farbe? Wie viele Geschwister hast du? Mein Lieblingsspiel ist Lotto.* They reproduce German short and long single vowel and diphthong sounds, including Umlaute, and Eszett, and initial consonants and blends, for example, *Post/los, mein, die, Bruder/Brüder, heißen, ja, rot, singen, Sport, Winter, zwei.* They answer questions related to their personal worlds with factual information, and respond to imaginative texts by identifying favourite elements, sequencing main events and producing short scaffolded summaries. They create short, simple sentences from modelled language and use coordinating conjunctions, for example, *und, aber, oder,* to compose short original texts. They use some forms of common regular verbs in the present tense, (for example, *heißen, kosten, spielen, wohnen*), some irregular verb forms, (for example, *bin, bist, ist, sind, hast, hat*), and limited forms of modal verbs, (for example, *kann, mag, möchte, muss*), simple past tense verbs, (for example, *hatte, ging, war*) and the accusative case, (for example, *Ich habe einen Hund.*). They respond to and use interrogatives, such as *was, wann, wer, wie, wie viele, wo* and some *ja/nein* questions. They refer to time, manner and place using familiar words and phrases, for example, *morgen, sehr gut, im Wald.* They compare aspects of German and English language and culture that are reflected in texts they have viewed, listened to or read and they create texts in German and English for the classroom and school community. They identify ways in which culture influences aspects of communication in routine exchanges such as greetings, and describe their own sense of identity, including elements such as family, cultural heritage and friends.

Students identify German as an important European and global language and give examples showing how it is related to English. They differentiate statements, questions, imperatives and exclamations according to intonation, sentence structure and punctuation. They identify the purpose of the Eszett and show how the Umlaut alters the pronunciation of particular vowels (*ä, ö, ü*). They identify single letters, some consonant clusters (*sch*) and vowel combinations (*au, ei, eu, ie*). They identify the audience and purpose of familiar personal, informative and imaginative texts. They give examples of how language use varies according to the participants, purpose and context of an exchange. They give examples of how language and culture are intrinsically linked, and identify cultural values, traditions or practices that are conveyed in words and expressions they and others use.

**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 3 and 4 Level Description

#### The nature of the learners

At this level, children are developing awareness of their social world and membership of various groups, including that of the German class. They have developed initial literacy in English, and this assists to some degree in learning German, such as writing in the Roman alphabet. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

#### German language learning and use

The development of oral proficiency at this stage continues to rely on rich language input in different modes and from different sources. Learners build active listening and comprehension skills, using contextual, grammatical, phonic and non-verbal cues. Language is authentic with some modification, involving familiar vocabulary and simple structures. The balance between listening and speaking gradually shifts as learners are supported to use the language themselves in familiar contexts and situations, exchanging simple ideas and information, and participating in predictable activities and interactions, shared tasks, performance and play. They continue to build vocabulary that can be adapted for different purposes, and to use simple grammatical forms with some accuracy to communicate in familiar contexts.

A balance between language knowledge and language use is established by integrating focused attention to grammar, vocabulary building, pronunciation, and non-verbal and cultural dimensions of language use with opportunities for purposeful communication.

#### Contexts of interaction

The contexts in which learners interact in learning and using German are primarily local – the classroom, school, home and community – with some access to wider communities of German speakers through audiovisual and digital technologies.

#### Texts and resources

Learners develop literacy skills and textual knowledge through supported engagement with a range of spoken, written, visual and multimodal texts. Imaginative texts (such as picture books, fairy tales, puppet plays, songs and digital games) involve the expressive and cultural dimensions of language. Procedural, informative and descriptive texts (such as recipes, annotated posters, and family and class profiles) show how language is used for a variety of purposes.

#### Features of German language use

Learners notice features of German communication such as the use of gestures, facial expressions and intonation patterns. They become familiar with the idea of grammatical gender and become familiar with how to use singular and plural forms. Learning German contributes to the process of making sense of their personal/social worlds that characterises this stage of learners' development. As they encounter German language and culture they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of identity, commonality and difference, and to becoming aware of themselves as communicators in particular cultural contexts and communities.

#### Level of support

This stage of learning involves extensive support. Form-focused activities build learners' grammatical knowledge and understanding, developing accuracy and control in spoken and written German. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete the task; make time for experimentation, drafting and redrafting; and provide support for self-monitoring and reflection.

#### The role of English

Learners use German for classroom routines and structured learning tasks, and for listening to and viewing German texts. English is used for class discussions, such as noticing and discussing aspects of German language and culture; for comparing English and German languages and cultures; and for reflecting on the process of learning another language.

### Year 3 and 4 Content Descriptions

#### Communicating

##### Socialising

Share information with peers and teacher about aspects of their personal worlds such as friends, home, favourite objects and activities.

[Key concepts: friendship, identity; Key processes: describing, expressing]

Participate collaboratively in shared class experiences and transactions.

[Key concepts: participation, creativity; Key processes: exchanging, negotiating, planning]

Participate in everyday classroom activities, responding to questions, instructions and requests, asking for clarification or assistance and making simple statements about own and others' learning.

[Key concepts: support, learning strategies; Key processes: requesting, clarifying, responding]

##### Informing

Obtain and process information from peers and texts related to personal, social and natural worlds.

[Key concepts: community, family, friends; Key processes: reading, listening, selecting, organising]

Present information in modelled spoken and written texts relating to personal, social and natural worlds.

[Key concepts: family, friends; Key processes: describing, presenting, collating]

##### Creating

Respond to imaginative print and digital texts in a variety of ways such as by acting out events, identifying favourite elements and making simple statements about characters.

[Key concepts: character, events; Key processes: describing, retelling]

Create imaginative texts such as simple plays, poems and stories, using formulaic expressions and modelled language as well as simple visual supports.

[Key concepts: fantasy, entertainment, amusement; Key processes: performing, creating, presenting]

##### Translating

Compare aspects of German and English language, such as vocabulary, sounds and rhymes, and cultural information, and share with peers and family.

[Key concepts: meaning, interconnection; Key processes: comparing, interpreting, explaining]

Produce texts such as signs, class word lists and picture dictionaries in both German and English for the classroom and school community.

[Key concepts: vocabulary, translation; Key processes: labelling, matching, translating]

##### Reflecting

Notice and describe what looks or feels similar or different to own language and culture when interacting in German.

[Key concepts: communication, difference, respect; Key processes: noticing, comparing, describing]

Describe their own experiences of learning and using German and explore their sense of identity, including elements such as family, cultural heritage and friends.

[Key concepts: self, family, friends; Key processes: exploring, comparing, identifying]

#### Understanding

##### Systems of Language

Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts.

[Key concepts: pronunciation, intonation, accents; Key processes: distinguishing sounds, recognising, practising]

Notice and apply elements of German grammar such as gender and singular/plural forms, adjectives, adverbs, pronouns and word order in simple spoken and written texts.

[Key concepts: word order, connections, syntax, cases; Key processes: noticing patterns, making connections]

Identify the purposes of familiar personal, informative and imaginative texts such as maps, calendars and fairy tales, and explain how particular features of such texts help to achieve these purposes.

[Key concepts: text function, structure, features of texts; Key processes: classifying, comparing, explaining]

##### Language variation and change

Recognise some of the common variations in German as it is used in different contexts by different people.

[Key concepts: variation, register; Key processes: noticing, comparing, exploring]

Recognise that German and English are related languages and that German is an important European and global language.

[Key concepts: global language, culture, identity; Key processes: identifying, exploring, researching]

##### Role of language and culture

Make connections between culture and language use, for example, by identifying vocabulary and expressions that reflect cultural values, traditions or practices.

[Key concepts: connections, values, traditions; Key processes: identifying, describing]