

**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 German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions such as, Bist du fertig? Was machst du jetzt? Verstehst du das? respond to requests and share experiences of learning, for example, Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig. They use descriptive and expressive vocabulary, including adjectives such as aufgeregt, glücklich, nervös, sauer and traurig, to express feelings and make statements such as Ich nehme ein Käsebrötchen. They use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of ch. They gather and compare information from different sources about social and natural worlds, and convey information and opinions in different formats to suit specific audiences and purposes. They describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience. When creating texts, they manipulate modelled language to describe current, recurring and future actions, for example, Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut. and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs dürfen and müssen and some common separable verbs such as mitbringen and fernsehen. They use adjectives, adverbs and adverbial phrases to qualify meaning, for example, viel Wasser, neue Schuhe; lieber, oft, jeden Tag. They explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community. They describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.

Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. They identify and apply some of the systematic sentence structure and word order rules of German. They identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing ch, j, w and z, and diphthongs such as au, ei, eu and ie. They apply the conventions of commonly used text types, and identify differences in language features and text structures. They give examples of the variety of ways German is used by different people in different contexts. They make connections between culture and language use, and identify ways that 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 5 and 6 Level Description

### The nature of the learners

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

### German language learning and use

Learners use German with one another and the teacher for an increasing range of purposes: exchanging information, expressing ideas and feelings, and functioning within a German learning environment. They are able to work increasingly independently, but enjoy working collaboratively as well as competing with one another. Learners' ability to communicate within familiar contexts is developing in terms of fluency and accuracy. Their pronunciation, intonation and phrasing are more confident, and they control and access wider vocabulary resources and use an increasing range of strategies to negotiate meaning. Shared tasks develop social, cognitive and language skills, and provide a context for purposeful language experience and experimentation. Focused attention to language structures and systems, literacy skills development, and exploration of cultural elements of communication are conducted at least in part in German. Learners use digital technologies to support their learning in increasingly independent and intentional ways, such as exchanging resources and information with one another and with young people of the same age in German-speaking communities, accessing music and media resources, maintaining blogs and other web pages, creating presentations, and participating in social networks.

Oracy development at this level includes active listening to a range of input from different sources and building more elaborated conversational and interactional skills. This involves turn-taking, 'reading' language for cultural and contextual meaning, building on others' contributions, and making appropriate responses and adjustments. Learners begin to engage in debate and discussion. Individual and group oral presentation and performance skills are developed through researching and organising information; structuring, rehearsing and resourcing the content of presentations; and selecting appropriate language to engage particular audiences.

### Contexts of interaction

The contexts in which learners interact in learning and using German are sometimes extended beyond the classroom, school, home and community as they have some access to German speakers and cultural resources in wider contexts and communities such as through the use of digital technologies.

### Texts and resources

Literacy development involves increasingly independent engagement with a wider range of texts. Learners use a range of cues and decoding strategies to assist comprehension. They make connections between ideas, contexts and language within and between texts. Learners are able to provide simple summaries of and responses to texts. They begin to produce clearly structured original texts for different audiences and purposes. With support they are able to edit their own written work for common grammatical and orthographic errors.

### Features of German language use

Learners increase their range of German vocabulary, pronunciation, and grammar and textual knowledge. They use present tense forms of regular and irregular verbs, including some modal verbs and common separable verbs, and use plural forms of nouns and possessive adjectives. They add detail and expand simple sentences by using adverbs, phrases and some conjunctions. They move between statement, question and imperative forms and use simple negative constructions. They develop metalanguage to comment on grammar and vocabulary. As they use German to interact in different situations and to engage with different resources, learners develop an understanding of how language and culture influence each other. They learn to recognise how language features and expressions reflect cultural values and experiences, for example, language variation relating to age, gender, and relationship between participants, and how grammatical forms or vocabulary choices can affect the 'meaning' that is made, for example, using informal or formal forms of address, or using adjectives expressing approval or disapproval. This leads to considering their own ways of communicating and using language, and to thinking about the construction of personal identity and the notion of multiple identities.

### Level of support

While learners work more independently at this level, ongoing and systematic scaffolding, feedback and review support the interactive process of learning. Modelling and scaffolding are incorporated into task activity. Support materials include models, stimulus materials, and resources such as word charts, vocabulary lists, dictionaries and electronic reference resources.

### The role of English

While the use of German in the classroom increases at this level, the use of English for discussion, reflection and explanation ensures the continued development of learners' awareness of the nature and function of language generally as well as of their own emerging intercultural capability. Using both German and English in the classroom develops a sense of what it means to be bilingual.

## Year 5 and 6 Content Descriptions

Communicating	Understanding	
<p><b>Socialising</b> Interact using descriptive and expressive language to share information about daily life, relate experiences and express feelings. [Key concepts: school, home, routines, relationships; Key processes: listening, describing]</p> <p>Participate in guided tasks such as planning and organising events and completing transactions. [Key concepts: collaboration, organisation, responsibility; Key processes: organising, planning, budgeting]</p> <p>Use simple questions, statements and responses to participate in and support classroom interactions and learning activities, and to indicate understanding and monitor own learning. [Key concepts: process, progress, outcome; Key processes: discussing, monitoring, reflecting]</p> <p><b>Informing</b> Gather, compare and respond to information from different sources relating to social and natural worlds. [Key concepts: environment, lifestyles, relationships; Key processes: researching, collating, reading, viewing]</p> <p>Convey information and opinions in different formats to suit specific audiences and purposes, selecting appropriate print and multimodal elements. [Key concepts: youth issues, audience; Key processes: representing, transposing, comparing]</p>	<p><b>Creating</b> Share and compare responses to characters, events and ideas in imaginative texts, making connections with own experience and feelings. [Key concepts: plot, mood, character; Key processes: recounting, describing, sequencing]</p> <p>Present, reinterpret or create alternative versions of imaginative texts, adapting events, characters or settings. [Key concepts: imagination, adaptation, character, setting; Key processes: imagining, creating, interpreting]</p> <p><b>Translating</b> Explain aspects of German language and culture for family or peers, noticing that there are not always equivalent expressions in English. [Key concepts: equivalence, meaning; Key processes: interpreting, explaining, predicting]</p> <p>Create a range of bilingual texts such as notices, announcements, photo stories, dialogues and instructions for language learning and the school community. [Key concepts: bilingualism, meaning; Key processes: translating, selecting, connecting]</p> <p><b>Reflecting</b> Engage in intercultural interactions, describing aspects of language and culture that are unfamiliar or uncomfortable, and discussing own reactions and adjustments. [Key concepts: language, culture, reaction; Key processes: observing, evaluating, reflecting]</p> <p>Reflect on aspects of own identity and language use, commenting on and suggesting reasons for what is similar/different and easy/difficult. [Key concepts: reflection, perception; Key processes: reflecting, analysing, comparing]</p>	<p><b>Systems of Language</b> Explain and apply basic rules for German pronunciation, intonation, spelling and punctuation. [Key concepts: pronunciation, writing systems, punctuation; Key processes: spelling, making connections, applying rules]</p> <p>Develop and apply knowledge of German grammatical elements such as verb tenses, modal verbs and case, combining them with an increasing range of nouns, adjectives and adverbs to construct sentences. [Key concepts: verb tenses and forms, variation, metalanguage; Key processes: applying, noticing patterns, understanding]</p> <p>Recognise that different types of texts, such as narratives, recounts and informative and procedural texts, have certain conventions and can take different forms depending on the context in which they are produced. [Key concepts: context, audience, functionality; Key processes: identifying, classifying, transforming]</p> <p><b>Language variation and change</b> Recognise that there are variations in German as it is used in different contexts by different people, such as formal/informal register and regional variations. [Key concepts: variation, place, identity; Key processes: observing, comparing, analysing]</p> <p>Understand why language is important and recognise that languages and cultures change over time and influence one another. [Key concepts: change, borrowing, impact; Key processes: discovering, exploring, understanding]</p> <p><b>Role of language and culture</b> Understand that own and others' language use is shaped by and reflects the values, ideas and norms of a community. [Key concepts: norms, values; Key processes: observing, comparing, connecting]</p>