

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 Achievement Standard

By the end of Year 8, students use written and spoken German to interact with teachers, peers and others; to make decisions, solve problems and negotiate transactions; and to exchange and justify ideas, opinions and views. When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express, compare and justify opinions, for example, Sie glaubt, dass ... Ich bin dafür, weil ... They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English. They obtain, summarise and evaluate information from a range of sources. They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts. They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs such as danach, dann, früher, vorher and common subordinating conjunctions, for example, als, wenn, weil, dass. They use some modal verbs and imperative forms, for example, Was soll ich machen? Du kannst ... Kauf die neue App! They refer to a person, object or place using definite and indefinite articles, personal pronouns, and some demonstrative and interrogative adjectives such as dieser, jeder and welcher. They produce original present tense sentences and use familiar examples of the Perfekt and Imperfekt tenses. They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases, for example, nach der Schule, zu Hause, in der Stadt, gegen die Wand, links, hier, oben, im Süden. They interpret and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language. They create a range of bilingual resources for the wide community and to assist their own and others' language learning. They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience.

Students explain how language changes over time and identify reasons for change. They identify and apply the German case system (nominative, accusative and dative) and name some grammatical terms and their functions. They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks. They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts, including differences in text structure and language features. They give examples of how language use varies according to audience, context and purpose. They identify different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives.

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 Level Description

The nature of the learners

These years represent a transition to secondary school. Students in this sequence bring with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of German-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

German language learning and use

German is used for a range of classroom interactions and transactions, and for creating and maintaining a new class dynamic, explaining and practising language forms, reflecting on ways of thinking and learning, and developing cultural understanding. Learners are encouraged to socialise and interact with users of German beyond the classroom. Additional opportunities for interaction in the target language are provided by purposeful and integrated use of digital technologies, including social media and a range of applications. Learners work collaboratively and independently in the target language, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests and needs. They pool information, language knowledge and resources to plan, problem-solve, monitor and reflect. They use and adapt modelled and rehearsed language in familiar and unfamiliar contexts, increasingly generating original language. They make cross-curricular connections and explore intercultural experiences and perspectives, such as the notion of a shared understanding.

Contexts of interaction

While the primary context for learning is usually the German language classroom, there may be opportunities for interacting with peers in German-speaking contexts and with other learners of German, such as through the use of technology or relationships with partner schools. Learners may also have some contact with German speakers and cultural events in the local community.

Texts and resources

Learners listen to, read, view and interact with a widening range of texts for a variety of purposes (informative, transactional, imaginative, expressive). They apply learnt processing strategies and language knowledge, drawing on their grammatical and vocabulary knowledge and their understanding of text conventions and patterns to obtain meaning from texts. They make connections between texts and cultural frames, and reflect on aspects of the variability of language, identifying how cultural values and perspectives are embedded in language and how language choices determine how people, issues and circumstances are represented. They plan, create and present more complex and varied imaginative, informative and persuasive texts (shared stories, poetry, songs/raps, blogs, advertisements, reports, journal entries), applying appropriate conventions of text types. They design interactive events and collaborative tasks, and participate in discussions, games and competitions.

Features of German language use

Learners gain more control of grammatical and textual elements such as the case system, prepositions and tenses, using the present perfect (*Perfekt*) tense of verbs conjugated with *haben* and *sein* and the simple past (*Imperfekt*) tenses. They use German with increasing accuracy and fluency, drafting and editing texts to improve structure and effect and to clarify meaning. Learners build on their cumulative experience of learning languages to analyse the relationship between language and culture more critically. They identify cultural references in texts and consider how language frames and communicates perspectives and values. They make comparisons between their own language(s) and German, and reflect on the complexities involved in moving between languages and cultural systems. They monitor and reflect on their own intercultural experience and capability as second language learners, and identify their own personal and community practices and identities that reflect cultural influence.

Level of support

Particular support is required at this stage of second language learning to manage the transition to post-primary schooling and to encourage continued engagement. Opportunities to review and consolidate prior learning are balanced with provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to self-monitor, and to reflect on and adjust language in response to their experience in diverse contexts.

The role of English

While German is used in more extended and elaborated ways at this level, English is used when appropriate to allow for explanation, analysis and reflection in relation to abstract concepts.

Year 7 and 8 Content Descriptions

Communicating		Understanding
Socialising Initiate and participate in interactions with peers and adults to discuss and exchange views and experiences. [Key concepts: neighbourhood, school, leisure; Key processes: discussing, commenting, comparing] Engage in tasks and transactions that involve negotiation and problem-solving. [Key concepts: exploratory talk, exchange of ideas, task management; Key processes: transacting, negotiating] Interact in classroom activities and discussions through asking and responding to open-ended questions, giving opinions and making suggestions. [Key concepts: interaction, learning strategies, exchange; Key processes: responding, participating, advising]	Creating Respond to a range of imaginative texts by expressing opinions and feelings about key ideas and making connections with personal experiences and other texts. [Key concepts: plot, character, emotions; Key processes: expressing, reviewing, comparing] Create individual and shared texts about imagined people, places and experiences, to entertain others. [Key concepts: imagination, audience, entertainment; Key processes: composing, performing, experimenting] Translating Create individual and shared texts about imagined people, places and experiences, to entertain others. [Key concepts: imagination, audience, entertainment; Key processes: composing, performing, experimenting] Create bilingual resources such as games, vocabulary cards, glossaries, word lists and labelled posters for language learning and the wider community. [Key concepts: representation, organisation; Key processes: selecting, categorising, evaluating, translating] Reflecting Participate in intercultural experiences, demonstrating awareness of the importance of shared understanding, and reflecting on adjustments made as a result of reactions and responses. [Key concepts: values, society, reaction; Key processes: adjusting, evaluating, reflecting] Consider how personal experiences, family origins, traditions and beliefs impact on identity and shape intercultural experiences. [Key concepts: perspective, values, membership; Key processes: reflecting, connecting, discussing]	Systems of Language Recognise the pronunciation of loan words, and understand and apply knowledge of similarities and differences between German and English punctuation. [Key concepts: pronunciation, punctuation, systems; Key processes: comparing, making connections, noticing] Extend knowledge of elements of the German grammatical system, including prepositions, reflexive verbs, adverbial phrases and subordinating conjunctions, to specify and describe people, objects and places, sequence events and qualify opinions. [Key concepts: syntax, systems, verb tenses, grammar patterns; Key processes: noticing, selecting, linking] Understand the structures and conventions associated with different types of personal, informative and persuasive texts such as emails, news items and advertisements. [Key concepts: structure, conventions, purpose; Key processes: analysing, applying, describing] Language variation and change Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts. [Key concepts: register, variation; Key processes: identifying, comparing, analysing] Understand that German, like other languages, continues to change over time due to influences such as globalisation and new technologies and knowledge. [Key concepts: change, globalisation, evolution; Key processes: investigating, analysing, understanding] Role of language and culture Reflect on different aspects of the cultural dimension of learning and using German. [Key concepts: cultural attitudes and values, assumptions; Key processes: recognising, discussing, analysing]