

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.

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with teachers and peers through action-related talk and play. They introduce themselves, exchange greetings and farewells, for example, Ich heiÙe ... Auf Wiedersehen! and express likes and dislikes. When interacting, they use short formulaic expressions, for example, Morgen! Danke! Alles Gute zum Geburtstag! Frohe Weihnachten! Guten Appetit! and make simple statements, such as Das ist ... Ich wohne in ... Ich mag ... They use repetitive language and respond to simple instructions when participating in games, shared activities and classroom routines. They use visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning, and reproduce some distinctive sounds and rhythms of spoken German, including ch, u, r and z. Students identify specific words and information, such as names of people, places or objects, in simple shared texts related to personal worlds. They convey factual information about self, family and possessions at word and simple sentence level. They respond to and create simple spoken and written texts, using modelled examples and formulaic language. They use short phrases and simple sentences to identify and describe people and objects in the family and school domains such as der Lehrer, eine Freundin, Das ist mein Stift, including some pronouns, for example, ich, du, er, sie, es, wir and possessive adjectives, mein/e, dein/e. They use nein and nicht for negation, and verb forms bin, bist and ist, with an adjective. Students explain the meaning and use of different German words and expressions, and create texts in German and English for their immediate learning environment. They identify similarities and differences between German and their own language(s) and culture(s), noticing that using a language involves behaviours as well as words.

Students identify ways that German sounds different to English but recognise that it uses the same alphabet. They identify some words that are written the same in both German and English but pronounced differently. They identify features of different types of texts. They give examples of words that German and English borrow from each other and from other languages, and identify different ways of greeting and interacting with people. They make connections between the languages people use and who they are and where they live.

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.

Foundation to Year 2 Level Description

The nature of the learners

Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others and participate in structured routines and activities at school. Typically they have little to no experience of German language and culture.

German language learning and use

At this stage, games, music, movement, familiar routines, and imaginative activities such as role-plays provide essential scaffolding and relevant contexts for language development. Learners engage with the sounds, shapes and patterns of German through activities such as rhymes, songs, clapping and action games. They identify and use simple formulaic expressions, one- or two-word responses to prompts and cues, and non-verbal German communication strategies. They learn to write by tracing and copying, forming letters legibly. They learn to write words and simple sentences independently using modelled language, for example, by matching pictures with single words, labels or captions.

Contexts of interaction

The primary context of interaction is the language classroom, as learners interact with the teacher and with one another. Their use of German relates primarily to classroom routines and activities, draws on curiosity about the world around them, and engages their interest in play, movement and games.

Texts and resources

Learners engage with a variety of spoken, written and digital texts. They listen and respond to teacher talk, share ideas, and join in stories, songs, play and simple conversations. Physical, virtual and digital resources provide access to additional German language and cultural interactions, connecting learners' social worlds with those of their peers in other German-speaking contexts.

Features of German language use

Learners become familiar with the sounds and rhythms of German, approximating the pronunciation and phrasing of single words and short phrases, including distinctive sounds such as *ch*, *r*, *th*, *u* and *z*, and diphthongs such as *au*, *ei*, *eu* and *ie*. They use simple basic sentence structures and familiar vocabulary for everyday functions such as greetings, asking and answering questions, responding to instructions, and participating in games, performances and simple shared tasks. They learn to write single words and simple phrases, noticing the use of the *Eszett* and how an *Umlaut* changes the sound of vowels. They notice similarities and differences between German and English. They use modelled language to produce their own short texts and to interact. They begin to notice that language behaves differently in different situations and that German speakers communicate in some ways that are different from their own. As they communicate about differences and similarities, they begin to understand that they are part of a connected world. This introduction to the reflective dimension of intercultural language learning begins to develop an understanding of culture.

Level of support

Support is provided through visual and tactile materials such as pictures, realia, objects and charts, and through the use of gesture and movement. The teacher provides prompts, cues, and opportunities for repetition and recycling to help learners identify and remember frequently used words and simple phrases. Learners rely on modelled language, scaffolded tasks, feedback and encouragement to build their language capability.

The role of English

Learners are encouraged to use German whenever possible, particularly when engaging in classroom interactions and routines. The teacher uses German as much as possible for instruction. English is used for explanation and discussion, allowing learners to communicate about differences and similarities they notice between German and their own language(s), to ask questions about language and culture, and to consider their experience of learning German.

Foundation to Year 2 Content Descriptions

Communicating		Understanding
Socialising Interact and socialise with peers and teacher to exchange greetings and information about self and family, and express likes and dislikes. [Key concepts: self, family; Key processes: interacting, greeting, thanking] Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions. [Key concepts: play, performance, action learning; Key processes: participating, taking turns] Recognise and respond to instructions and questions about activities, games and classroom routines, and make polite requests. [Key concepts: roles, routines; Key processes: following instructions, participating, listening]	Creating Engage with a range of imaginative texts through action, dance, singing, drawing, shared reading and collaborative retelling. [Key concepts: imagination, performance, setting; Key processes: participating, responding] Express ideas and experiences in a variety of ways using familiar words and modelled language, such as through imaginative role-play, mime, drawing, oral discussion or scaffolded writing activities. [Key concepts: role-play, discussion, imagination; Key processes: performing, expressing] Translating Share with peers and family what they know in German, identifying different words and expressions, moving between languages depending on the audience. [Key concepts: representation, difference; Key processes: noticing, comparing] Create print or digital texts such as labels, posters, word banks and wall charts for the immediate learning environment in both German and English. [Key concepts: vocabulary, representation; Key processes: sorting, matching, noticing] Reflecting Notice similarities and differences when using German compared to own language, such as how it feels, sounds and looks, and involves behaviours as well as words. [Key concepts: language, culture, difference; Key processes: noticing, comparing, observing] Express aspects of self, such as family, school/class, age and language(s), noticing how these are part of one's sense of identity. [Key concepts: self, identity; Key processes: expressing, describing, noticing]	Systems of Language Recognise and reproduce the sounds and rhythms of spoken German, including distinctive sounds. [Key concepts: pronunciation, intonation; Key processes: listening, imitating, recognising] Understand some first elements of German grammar, such as simple verb forms, definite articles and pronouns, to identify and describe people and objects in the family and school domains. [Key concepts: word order, connections, gender; Key processes: noticing patterns, making connections, selecting] Understand that language is organised as 'texts', which take different forms and use different structures and features to achieve their purposes. [Key concepts: structure, form; Key processes: noticing, recognising, comparing] Language variation and change Recognise that in German, as in English and other languages, there are different ways of greeting and interacting with people. [Key concepts: register, language conventions, social practice; Key processes: noticing, comparing] Recognise that Australia has speakers of many different languages, including German, and that German and English borrow words and expressions from each other. [Key concepts: multilingualism, culture, community; Key processes: observing, exploring, recognising] Role of language and culture Notice that the languages people use relate to who they are and where and how they live. [Key concepts: place, culture; Key processes: noticing, exploring]