

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 interact with the teacher and peers to exchange information and opinions about their personal worlds, for example, मेरे परिवार के अधिकतर सदस्य ऑस्ट्रेलिया में रहते हैं लेकिन कुछ सदस्य भारत में भी रहते हैं। मुझे क्रिकेट खेलना अच्छा लगता है क्योंकि..... They exchange greetings and wishes, for example, दीपावली की हार्दिक शुभकामनाएँ, ईद मुबारक, परीक्षा में सफल होने के लिए बधाई and use descriptive and expressive language to share feelings, for example, उँगली पर नचाना, नाक में दम करना, मेरी चाचीजी मुझसे बहुत प्यार करती हैं, मैं उनकी आँखों का तारा हूँ। हरे भरे खेत हवा के झोंकों के संग लहलहा रहे थे। पेड़ों के पत्तों में से सूरज की किरणें छन छन कर आ रही थीं। अपने घर में कुत्ता भी शेर होता है। Students use action-related and rehearsed language to engage in shared activities that involve planning, collaborating, making arrangements, transacting and negotiating, for example, इसके लिए संगीत की व्यवस्था कौन करेगा? किन चित्रों का उपयोग होगा इसका निर्णय हम कैसे करेंगे? यदि तुम तबला बजाओगे तो मैं गाऊँगी। They interact in classroom routines and exchanges by following instructions, asking and responding to questions, for example, आज २० जून है, आज सोमवार है, आज बहुत सर्दी है, requesting permission or clarification, for example, नहीं, मुझे समझ नहीं आया, कृपया फिर से दोहराइए। यह बहुत कठिन है। इसमें मुझे क्या करना है? इस प्रश्न का उत्तर क्या है? कृपया, यह फिर से समझाइये and responding to praise or criticism, for example, बहुत बढ़िया! बुरा नहीं है। ठीकठाक! Students apply features of pronunciation and rhythm in spoken Hindi to a range of sentence types. They locate key points of information from a range of spoken, written and visual texts and communicate information and ideas related to personal, social and natural worlds using different modes of presentation. They share their responses to different imaginative texts by identifying and comparing favourite elements and discussing, characters, themes, effects and structure. Students use imaginative language to create original creative texts in different genres. They use key grammatical forms and structures in spoken and written texts, such as basic rules of word order, pronouns, for example, मैं, हम, तुम, ये, मैं, मेरा, तुम्हारा। यहाँ- वहाँ, यह-वह, postpositions, and gender and number agreement, for example, लड़का गाता है। लड़की गाती है। लड़के गाते हैं। Students compose simple statements and questions based on models such as तुम मेरे साथ चलो। तुम कैसे हो? They translate and interpret short texts from Hindi into English and vice versa, identifying words and expressions that do not readily translate, such as दूर के दोल सुहावने, पेट में चूहे दौड़ रहे हैं। They create shared bilingual texts for the classroom, school and wider community. They identify differences and similarities in the way they interact in Hindi and English and describe the relationship between identity and cultural experience. Students make connections between spoken and written Hindi and identify and apply the conventions of the Devanagari script, including elements such as the writing of conjunct characters, for example, क्ष, त्र, ज्ञ, consonant combinations, for example, क+इ = कि, क+ई=की and matras, for example, कु, कू. They identify the structure and textual and grammatical features of different personal, informative, persuasive and imaginative texts. They identify ways in which spoken and written Hindi vary according to context and situation. Students give examples of how Hindi has changed over time due to different influences and interactions and how it has in turn influenced other languages. They identify the diversity of language practices in multicultural communities and describe how languages reflect values, belief systems 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 (Year 7 Entry) Level Description

The nature of the learners

Students coming into this pathway are background learners of Hindi with varying degrees of proficiency in the language. All have family and community connections with the language and associated cultures, or with languages or dialects related to Hindi. Some may have recently arrived in Australia, have completed the primary years of schooling in Hindi or other Indian languages and have established literacy as well as oracy skills in the language. Others may have participated in community language programs during these years and have some literacy capabilities in Hindi. Others may have minimal experience of formal learning of the language, with little literacy proficiency and varying degrees of oral capabilities, depending on their home language environment. All students share the experience of belonging to worlds in which languages play a key role and diversity of language use is common. The curriculum takes into account the diversity of learners, ensuring that tasks and activities are flexible to cater for different language capabilities while being appropriately pitched to all learners' cognitive and social levels.

Hindi language learning and use

Students use Hindi to interact with each other, the teacher and other speakers of the language, to access and exchange information, to express ideas and feelings, to participate and to cooperate in learning experiences and activities. They build vocabulary resources, grammatical knowledge and communicative capabilities such as active listening skills and interactional strategies through shared tasks that provide a context for purposeful language experience and through focused learning episodes that develop understanding of language systems and the ability to use metalanguage. They use modelled and rehearsed language to compose and present different types of texts (for example, shared stories, media and hypermedia texts, songs, poems, reports or journal entries). They plan, draft and present imaginative and informative texts, design interactive events and participate in discussions. They make cross-curricular connections and explore intercultural perspectives and experiences. Learners use ICT to support their learning in increasingly independent and intentional ways, exchanging resources with each other and with learners in different contexts.

Contexts of interaction

Students interact primarily with each other and the teacher in class, with some access to broader Hindi-speaking networks in the school and local community. ICT resources such as email, online chats or wikis provide access to additional experiences of authentic communication, connecting learners' social worlds with those of Hindi-speaking peers in other contexts. Learners also have access to Hindi language experience through media, community events, websites, social media and radio streaming.

Texts and resources

Learners work with a range of texts designed for in-school learning of Hindi, such as textbooks, readers, literary texts, videos, online media resources and materials. They also access materials created for Hind-speaking communities, such as songs, films, magazines and social media texts such as blogs, advertisements and websites. They interact with a range of texts created for different purposes (for example, informational, transactional, communicative, expressive and imaginative texts) and make connections between these genres in Hindi and the work they do around similar texts in the English learning area.

Features of Hindi language use

Learners develop explicit knowledge of the forms and functions of language elements that they may already use fluently in their spoken language. Literacy development provides the opportunity not only to read and write the language but also to understand how it is formed and how it works. Learners learn how spoken language is represented in the Devanagari script by the use of 13 characters classified as vowels (अ-अः) and 35 as consonants (क-ह and इ-ढ़) and that a line on the top joins letters to make words and leave spaces between words बस, घर। अब घर चल। They recognise the matra form of vowels, such as ि, ी, distinguish long and short vowel sounds such as ि, ी and identify the pronunciation of vowel sounds in conjunction with consonants, कड़/कि, कई/की. They develop understanding of key features and core elements of grammar, including sentence structures, the form and function of pronouns, मैं, हम, यह, ये, तुम, तू, आप, मैं, मेरा, तुम्हारा।, the use of postpositions and gender and number agreements, लड़का गाता है। लड़की गाती है। लड़के गाते हैं. They compose statements and questions, such as तुम मेरे साथ चलो। तुम कैसे हो and use simple verb tenses such as गया था, जाऊँगा, जा रहा हूँ, खाया था, खा रहा हूँ, खाऊँगा. They position adverbs correctly in sentences, for example, धीरे-धीरे, जल्दी मैं, दौड़ते हुए and use negative forms of verbs and adjectives, for example, सोहन ने फिल्म नहीं देखी। झूठ कभी मत बोलो. They increase their range of vocabulary to domains beyond their personal experience and interests, and recognise loan words from languages such as English, Persian, Arabic, Turkish and Portuguese. They learn how the under-dotted characters क, ख, ग, ज, फ़ are used to represent loan sounds in Hindi. Learners use and analyse grammatical forms and sentence structures that express relationships between ideas, experiences and relationships, and develop awareness of how language structures shape textual features. They use descriptive and expressive language to create particular effects and to engage interest. They develop language knowledge, processing strategies and understanding of text conventions to assist in comprehending unfamiliar texts. They make connections between texts and cultural contexts, identifying how values and perspectives are embedded in language and how language choices determine how people, issues and experiences are represented. They are aware of the nature of the relationship between languages and cultures, noticing, for example, how particular Hindi words or expressions 'carry' cultural values or experiences. They reflect on the nature of bicultural and multicultural experience, on how languages change in response to broader social and cultural shifts, and how they perceive their own identities as users of two or more languages in a multicultural society.

Level of support

Differentiated support is required for learners with different levels of oracy and literacy proficiency. All learners require opportunities to review and consolidate learning; different degrees of balance between consolidation work and provision of more challenging tasks ensure learners at different levels are catered for. Teachers provide scaffolding, modelling and material and resource support for the development of fluency and accuracy in spoken language and of grammatical and literacy capabilities. Learners are supported to develop autonomy as language learners and users and to self-monitor and adjust language in response to their experience in different communicative contexts. They are encouraged to engage critically with resources such as websites, translating tools and other resources designed to strengthen their receptive and productive language use.

The role of English

Learners are encouraged to use Hindi whenever possible, including for discussion, explanation, comparison and reflection. English is used when appropriate, for example, when considering the nature and relationship of language and culture or in tasks that involve comparison and analysis of Hindi and English. The process of moving between/using both languages consolidates learners' already established sense of what it means to be bilingual or multilingual and provides opportunities for reflection on the experience of living inter-culturally in intersecting language communities.

Year 7 and 8 (Year 7 Entry) Content Descriptions

Year 7 and 8 (Year 7 Entry) Content Descriptions	
Communicating	Understanding
Socialising Interact with peers and teacher to exchange greetings, wishes, information and opinions, to talk about their personal worlds and to express feelings. [Key concepts: self, family, leisure, preferences; Key processes: interacting, exchanging information, describing] Participate in shared activities such as performances, celebrations, presentations or website design that involve planning, collaborating, making arrangements, transacting and negotiating. [Key concepts: interaction, collaboration, negotiation; Key processes: planning, negotiating, responding] Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following directions, giving praise or encouragement and reflecting on learning experiences. [Key concepts: conversation, discussion, comparison, meaning; Key processes: discussing, responding, comparing, reflecting]	Systems of Language Understand the relationship between the sounds of spoken Hindi and elements of the Devanagari script, such as the writing of conjunct characters and the combinations of consonants and matras. [Key concepts: pronunciation, intonation, writing conventions; Key processes: listening, distinguishing, recognising] Develop knowledge of key elements of the Hindi grammatical and vocabulary systems, such as sentence structures, use of pronouns, postpositions and gender and number agreements. [Key concepts: grammar, sentence structure; Key processes: understanding, applying] Identify textual and grammatical features that characterise different types of literary, instructional, persuasive or imaginative texts in Hindi, comparing them with similar texts in English and other languages. [Key concepts: genre, language features, metalanguage; Key processes: noticing, analysing, comparing] Language variation and change Understand that both spoken and written Hindi vary in form and function when used by different people in different contexts and situations. [Key concepts: variation, context, register; Key processes: noticing, comparing, explaining] Recognise that the Hindi language has evolved and developed through different periods of time and as a result of different influences and interactions, that it is related to many other languages used in India and in the Australian community, and that it has influenced/influences other languages. [Key concepts: language change, language contact, loan words, globalisation; Key processes: discussing, classifying] Recognise that Australia is a multicultural society with communities of speakers of many different languages including Hindi, and reflect on the diversity of language practices that characterise members of this multicultural community. [Key concepts: multilingualism, dialect; Key processes: understanding, mapping, reflecting]
Informing Access and identify specific points of information such as details about people, places or events from a range of spoken, written and digital texts and use the information in new ways. [Key concepts: social worlds, environment, communication, lifestyle; Key processes: researching, recording, reporting] Convey information obtained from different sources relating to personal, social and natural worlds in spoken, written and multimodal forms suitable for a particular audience. [Key concepts: community, experience, bilingualism; Key processes: selecting, presenting, creating]	Role of language and culture Understand the relationship between language and culture, reflecting on how languages reflect values, belief systems and perspectives that may be differently interpreted by speakers of other languages. [Key concepts: culture, language, meaning, interdependence; Key processes: analysing, identifying, making connections]
Creating Engage with imaginative and creative texts such as stories, cartoons, paintings, poems, songs and TV programs, comparing favourite elements and discussing structure, characters, themes and effects. [Key concepts: imagination, creativity, imagery, representation; Key processes: responding, comparing, analysing, discussing; Key text types: poetry, folk tales, TV programs, films, music] Create original texts that involve imagination and expression, experimenting with a range of modes and performance genres. [Key concepts: expression, imagination, adaptation, performance; Key processes: experimenting, adapting, designing, performing; Key text types: stories, plays, music]	
Translating Translate and interpret short texts such as public signs, proverbs or menus from Hindi to English and vice versa, noticing which words or phrases translate easily and which do not. [Key concepts: equivalence, meaning, translation, interpretation; Key processes: translating, explaining, evaluating] Create shared bilingual texts and learning resources such as word banks, databases, promotional materials or hyperlinks for digital presentations for the classroom and wider school or local community. [Key concepts; expression, meaning, elaboration; Key processes: creating, reviewing, exemplifying, designing]	
Reflecting Consider similarities and differences in their ways of communicating in Hindi or English, or when switching between the two, noticing when they choose to use either or both languages. [Key concepts: language domains, culture, expression; Key processes: comparing, identifying, monitoring, analysing] Discuss the nature of identity and of cultural experience, considering the relationship between the two. [Key concepts: identity, multiculturalism, code-switching; Key processes: reflecting, discussing, comparing]	