

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 9 and 10 (Year 7 Entry) Achievement Standard

By the end of Year 10, students use written and spoken Hindi in familiar and unfamiliar contexts to discuss and compare experiences and to express views on local and global issues, for example, पारिवारिक सम्बन्ध या सामाजिक मीडिया का उपयोग – डिजिटल दुनिया, मेरा समुदाय, श्रमिक दिवस, स्वतंत्रता दिवस, बैसाखी, भारत का शास्त्रीय संगीत, बॉलीवुड फिल्मों का इतिहास, ऑस्ट्रेलिया के दर्शनीय स्थल. They use action-related and spontaneous language to engage in shared activities that involve brainstorming, transacting, negotiation and problem-solving, for example, मृत्यु-दण्ड या इच्छा-मृत्यु के बारे में विचार विनिमय, बाज़ार में खरीददारी, शरणार्थियों की समस्या पर परिचर्चा. They interact in classroom exchanges by asking and responding respectfully to questions. When participating in discussions and shared learning activities, students use elaborated sentences and interactional cues to support debate, provide clarification and maintain cohesion and focus of discussion, for example, तो, उदाहरण के लिए, तदनुसार, आम तौर पर, दूसरे शब्दों में, विशेष रूप से, इस प्रकार, इसलिये, आप इस विषय में क्या सोचते हैं? क्या आप इसे विस्तार में समझाने की कृपा करेंगे? तुम समझ रहे हो न मैं क्या कह रहा हूँ। मेरी राय में..... मेरे कहने का अर्थ है... आपको नहीं लगता कि... मेरा सुझाव तो यही है कि They respond respectfully to different views, for example, मेरे विचार में.....ऐसा लगता है कि...; ... हमें ध्यान रखना चाहिए... यह विवादास्पद है , लेकिन वास्तव में , मेरा विश्वास है..., मैं आश्चस्त हूँ ... and express agreement and disagreement in culturally appropriate ways. They apply appropriate pronunciation and intonation to spoken Hindi, identifying regularities and irregularities. They locate, process and analyse information obtained from different sources. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation suited to context. They share their responses to different imaginative texts by identifying settings, themes and values, and discussing stylistic devices and the representation of characters and events. They produce imaginative texts using expressive, descriptive and evocative language in a range of modes and formats. When creating texts, students use complex features and patterns of the Hindi grammatical system such as passive voice, for example, रंगोली बनवायी जा रही है, छुट्टी करवाई जा रही है , compound words and phrases, and a variety of verb tenses, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएँगे . They use vocabulary and expressions related to personal, social, environmental and global worlds, and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret familiar texts from Hindi into English and vice versa, explaining how cultural elements affect meaning. Students create bilingual texts that reflect the experience of being bilingual and bicultural. They explain their language choices and communicative behaviours in different intercultural interactions, and identify the adjustments they make according to context. They explain how language, culture and identity shape and reflect ways of communicating and thinking.

Students identify regular and irregular elements of spoken and written Hindi, and apply their understanding of the Hindi writing system to express complex information and ideas and enhance meaning. They analyse the relationship between language choices, cultural elements and textual features, and the audience, purpose and context of different spoken, written and multimodal texts. Students explain how spoken and written forms of Hindi vary according to social roles, contexts and modes of expression, and compare these variations to those in other languages. They explain the dynamic nature of language and give examples of how languages change over time and contexts. They identify key features of multilingual experience, with reference to their own and community language practices. They explain how languages and cultures shape and are shaped by each and how cultural experience, values and identities are reflected in language.

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 9 and 10 (Year 7 Entry) Level Description

The nature of the learners

This stage of learning coincides with social, physical and cognitive changes associated with adolescence. Increased cognitive maturity enables learners to work more deductively with language and culture systems, to apply more intentional learning strategies and to reflect productively on their learning. Motivation and engagement with language learning are influenced by peer–group dynamics, personal interests and values, and issues related to self-concept. This is particularly the case for bilingual learners for whom the duality of living between languages and cultural communities continuously impacts on the process of identity construction. The role of language is central to this process and is reflected in the degree to which learners self-define as members of language communities, how they position themselves in relation to peer groups, and the choices they make in relation to linguistic and social practices. These processes are fluid and context-responsive and impact on learners' engagement with both Hindi and English language learning and use.

Hindi language learning and use

This is a stage of language exploration and of vocabulary expansion. Learners experiment with different modes of communication, such as digital and hypermedia, performance and discussion. Greater control of language structures and systems increases confidence and interest in communicating in wider contexts. Learners use Hindi to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to design, interpret and analyse a wide range of texts and experiences. They use language in different contexts more fluently, with a developing degree of self-correction and repair. They reference the accuracy of their written language use against a stronger frame of grammatical and systems knowledge. They demonstrate understanding of language variation and change, and of how intercultural experience, technology, media and globalisation influence language use and forms of communication.

Contexts of interaction

The language classroom is the main context of interaction for learning Hindi, involving interactions with peers, teachers and a wide range of texts and resources. Learners continue to interact with peers, family members and other Hindi speakers in immediate and local contexts, and with wider Hindi-speaking communities and cultural resources via virtual and online environments. They also encounter Hindi in wider contexts such as media, cultural or film festivals, community events or in-country travel.

Texts and resources

Learners engage with a range of language-learning texts and resources, such as textbooks, videos, media texts and online resources, including those developed for computer-supported collaborative learning. They engage with abridged versions of classic and contemporary Hindi literature and their film and TV adaptations. Learners may also access authentic materials designed for or generated by young Hindi speakers in a range of contexts, such as blogs, video clips, discussion forums, television programs or newspaper articles. Learners are encouraged to source additional materials to support their learning and to share with others, and to pursue personal interests in aspects of Hindi language and associated cultures.

Features of Hindi language use

Learners consolidate their understanding of the conventions of written script, applying these to their own language production in increasingly complex ways. They recognise the role of prefixes and suffixes and how these change the meaning of words, जीव, सजीव, जीवंत, and they understand the impact on written script and vocabulary of tatsam words and tadbhav words. They increasingly control both regular and irregular elements of spoken and written Hindi, such as the influence of accents and expression on pronunciation and their impact on spelling, for example, the use of वो in spoken Hindi in place of वह in written script. Learners use more complex elements of Hindi grammar, such as the passive voice, compound words and variations in register. They understand the function and use of case, for example, ने, को, से, के लिए, में, पर, and use a range of tenses in complex sentences to describe events and personal experiences, for example, पिछले वर्ष जैसे हमने होली का त्योहार मनाया था, उसी प्रकार इस वर्ष भी हम होली का त्योहार धूमधाम से मनाएंगे।

Vocabulary knowledge expands to include more abstract words and specialised vocabulary drawn from other learning areas or areas of wider personal interest. Textual knowledge and capability are strengthened through maintaining a balance between activities which focus on language forms and structures and communicative tasks and performance. Learners recognise, analyse and construct different types of texts for different purposes and audiences. Task characteristics and conditions become more complex and challenging, involving collaborative as well as independent language planning and performance.

Elements of learning experiences involve interpreting, creating, evaluating and performing. Genres such as media resources, fiction and non-fiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationship issues, questions of diversity and inclusivity). Learners investigate texts through more critical analysis, identifying how language choices reflect perspectives and shape meaning, and how they are shaped in turn by context and intention.

Learners at this level understand the relationship between language, culture and identity. They explore in more depth and detail the processes involved in learning and using different languages, recognising them as involving cognitive, cultural and personal as well as linguistic resources. They identify how meaning-making and representation in different languages involve interpretation and personal response as well as literal translation and factual reporting. They explore the reciprocal nature of intercultural communication: how moving between different languages and cultural systems impacts on ways of thinking and behaving; how successful communication requires flexibility, awareness and openness to alternative ways. They develop the capacity to 'decentre' from normative ways of thinking and communicating, to consider their own cultural ways through the eyes of others, and to communicate in inter-culturally appropriate ways.

Level of support

At this level learners become less reliant on the teacher for support during communicative interactions and learning experiences, but provision of rich language input and modelled language are needed to continue to support and sustain language learning. The teacher provides both implicit and explicit modelling and scaffolding in relation to meaningful language use in context, and explicit instruction and explanation in relation to language structures, grammatical functions, abstract concepts and vocabulary knowledge. Provision of opportunities to discuss, clarify, rehearse and apply their knowledge is critical in consolidating knowledge and skills and in developing autonomy. Learners are encouraged to self-monitor, for example, by keeping records of feedback and contributing to peer support and self-review.

The role of English

Learners and teachers use Hindi as the primary medium of interaction in language-oriented and content-oriented learning experiences. English is used if appropriate for discussion, explanation or analysis that involves comparison between Hindi and English or concepts which may be better responded to in English. Learners are supported to reflect on the different roles English and Hindi play in their academic work and in their personal and community lives.

Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating		Understanding
Socialising Interact with peers and others in familiar and unfamiliar contexts to compare experiences and to express views on local and global issues, such as relationships, education and popular culture. [Key concepts: relationship, education, communication; Key processes: discussing, debating, responding, comparing] Participate in individual and shared projects and activities that involve brainstorming, transacting, negotiating and problem-solving. [Key concepts: action, transaction, negotiation, environment, community; Key processes: planning, transacting, brainstorming] Participate in structured discussions, reflections and learning activities by managing contributions, asking and responding respectfully to questions, clarifying statements, elaborating opinions and expressing agreement or disagreement in culturally-appropriate ways. [Key concepts: debate, response, dialogue; Key processes: expressing, responding, evaluating, reflecting]	Creating Respond to a range of traditional and contemporary creative and literary texts, describing settings, identifying key themes, values and concepts, discussing representation of characters and events and the stylistic effects of different genres. [Key concepts: expression, themes, values, creativity; Key processes: comparing, analysing, responding; Key text types: stories, films, poetry, myths, cartoons] Create individual and collaborative imaginative texts in a range of modes and formats to entertain, convey ideas, express emotions and explore the creativity of language [Key concepts: cultural identity, stereotype, humour, emotion; Key processes: creating, performing, adapting; Key text types: poems, songs, sitcoms, cartoons] Translating Translate and interpret familiar social and community texts such as emails/text messages, informal conversations with friends or family, proverbs or quotations, considering the nature of translation and the role of culture when transferring meaning from one language to another. [Key concepts: code-mixing, code-switching, translating, interpreting; Key processes: analysing, monitoring, explaining] Compose bilingual texts such as digital stories, comics, blogs or contributions to websites that capture the experience of 'living between languages'. [Key concepts: interculturality, multiculturalism, identity, fluidity; Key processes: reflecting, analysing, describing, comparing] Reflecting Reflect on their own language choices and communicative behaviour when using Hindi or English, including adjustments they make between languages and strategies they adopt to support intercultural communication. [Key concepts: interculturality, reflection, flexibility reciprocity; Key processes: reflecting, monitoring, comparing, discussing] Reflect on the relationship between language, culture and identity, and how this shapes and reflects ways of communicating and thinking. [Key concepts: affiliation, identity, communication; Key processes: reflecting, evaluating, explaining]	Systems of Language Recognise regularities and irregularities of spoken Hindi and conventions of the written script, and apply these to their own language production in increasingly complex ways. [Key concepts: word building, pronunciation, accent; Key processes: recognising, applying] Extend knowledge and use more complex features and patterns of the Hindi grammatical system, such as the use of passive voice, compound words and phrases and variations in register. [Key concepts: grammatical systems, tense, sentence structure, cohesion; Key processes: understanding, classifying, applying] Know how to construct different types of texts to suit different contexts, purposes and audiences, incorporating appropriate cultural elements. [Key concepts: genre, context, mode, audience; Key processes: analysing, comparing, composing] Language variation and change Identify variations in the use of Hindi that relate to social roles, contexts and modes of expression, considering similar variations in language use in English or other known languages. [Key concepts: register, respect, mode, non-verbal communication; Key processes: identifying, explaining, comparing] Understand that languages and associated cultures shape and are shaped by each other and change over time and contexts in ways that are creative, dynamic and responsive to both internal and external influences. [Key concepts: change, memory, history, culture; Key processes: tracking, reflecting, discussing] Identify key features of multilingual experience, referencing their own individual and community language practices. [Key concepts: multilingualism, context, culture; Key processes: explaining, reflecting, analysing] Role of language and culture Understand that the Hindi language and associated cultures, like all languages and cultures, shape and are shaped by each other in ways that change over time and contexts, and that cultural experience, values and identities are reflected in language. [Key concepts: values, concepts, expression; Key processes: tracking, identifying, analysing]