

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 a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, a differenza di; invece), and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (for example, prima ... poi ... infine); and qualify statements, for example, through the use of relative clauses. They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.

Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They explain how Italian language use varies according to context, purpose and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.

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

Students have prior experience of learning Italian and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

Italian language learning and use

This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example, digital and hypermedia, collaborative performance and group discussions). Learners use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

Contexts of interaction

Learners interact with peers and teachers in local contexts that relate to their social and learning worlds, and with some members of broader Italian-speaking communities and cultural resources through virtual and online environments.

Texts and resources

Students work with a range of texts, tasks and experiences which involve both independent and collaborative planning and performance, as well as some resource development, and intentional and strategic use of language and cultural resources. They learn to interpret, create, evaluate and perform different types of texts (for example, procedural, persuasive, narrative) across a range of domains. Genres such as media resources, fiction and nonfiction texts, performances and research projects allow for exploration of concepts of personal and contemporary relevance (such as the environment, identity, relationship, diversity and inclusivity).

Features of Italian language use

Learners experiment with intonation and supporting gestures to convey emotion or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They are encouraged to extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time (for example, *prima ... poi ... infine*). They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.

Level of support

While learners are increasingly autonomous when using Italian in familiar domains, they require continued scaffolding and support when using the language in less familiar contexts involving more abstract concepts. They draw on peer support, working collaboratively with each other, sharing knowledge to construct meaning. They are supported in relation to language use through explicit teacher instruction and feedback, and are provided with opportunities for reflection through structured tasks and scaffolded discussion. Students extend their critical analysis skills and autonomy as learners through activities such as evaluating the effectiveness of dictionaries and online translators, managing records of their learning, and building resources for independent work.

The role of English

Some of the discussion and reflection in relation to learners' developing communicative competence, intercultural capability and language analysis are carried out in English, to allow for more elaborated discussion, but learners are increasingly supported to build language to express ideas, opinions and reactions in Italian.

Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating

Socialising

Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings.

[Key concepts: naming, relationships, generational change, values; Key processes: exchanging, comparing]

Participate in individual and collective action by deciding, explaining and justifying.

[Key concepts: environment, fairness, community; Key processes: discussing, debating, commenting, comparing]

Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving.

[Key concept: value; Key processes: comparing, negotiating]

Use classroom language to question, elicit and offer opinions, and compare and discuss ideas.

[Key concepts: compromise, debate; Key processes: expressing, questioning, presenting, representing]

Informing

Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences.

[Key concepts: visual images, media, representation, relationship; Key processes: identifying diverse perspectives, transposing, connecting, applying]

Convey information and compare diverse perspectives from multiple sources in Italian.

[Key concepts: public perceptions, representation, globalisation; Key processes: reporting, relating, comparing]

Creating

Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate.

[Key concepts: relationship, imagination; Key processes: comparing, connecting/relating; Key text types: narrative, biography, song]

Create imaginative texts to express experiences, ideas and emotions.

[Key concepts: life, experiences, change; Key processes: creating, expanding, connecting; Key text types: autobiography, biography]

Translating

Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts.

[Key concept: representation; Key processes: translating, considering alternatives, interconnecting, explaining, reflecting]

Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ.

[Key concept: interculturality; Key processes: comparing, reflecting, evaluating, explaining]

Reflecting

Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed.

[Key concepts: comfort/discomfort, multiplicity, reflective literacy; Key processes: connecting, decentring, reflecting, questioning assumptions]

Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence.

[Key concepts: memory, language affiliation, judgment; Key processes: connecting, evaluating, reflecting]

Understanding

Systems of Language

Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts.

Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives.

Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence.

Language variation and change

Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture.

Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact.

Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages.

Role of language and culture

Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity.