

**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 spoken and written Italian to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni. They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts, for example, Io comincio la scuola alle otto e mezzo. Le materie che studio sono l'inglese, la matematica, le scienze e la storia. They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente. They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, Non posso venire alla partita perché devo studiare. They use conjunctions, adjectives and adverbs to elaborate meanings, for example, La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.

Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives. They know that language is chosen to reflect contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They know that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s).

**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 pathway are continuing to study Italian, bringing 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 own immediate world and that of Italy and other Italian-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.

### Italian language learning and use

Learners work both collaboratively and independently, exploring different modes and genres of communication with reference to their current social, cultural and communicative interests. They use modelled and rehearsed language in both familiar and unfamiliar contexts and begin to generate some original language. They work in groups to pool language knowledge and resources, and to plan, problem-solve, monitor and reflect. They are encouraged to make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison.

### Contexts of interaction

Italian is used for classroom interactions and transactions, for creating and maintaining a class dynamic, for explaining and practising language forms, and for developing cultural understanding. Additional opportunities for using Italian are provided by purposeful and integrated use of ICTs.

### Texts and resources

Learners read, view and interact with a widening range of texts for a variety of purposes (for example, informational, transactional, imaginative, expressive). They draw upon Italian-speaking people in the local community and beyond to extend their experience of using Italian beyond the classroom and to gain different perspectives on aspects of Italian culture. They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They are supported to identify how cultural values and perspectives are embedded in language and how language choices influence how people, ideas and circumstances are represented. They compose and present texts (for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports, journal entries). They plan, draft and present informative, imaginative and persuasive texts, and participate in collaborative tasks and in discussions.

### Features of Italian language use

This stage involves learners consolidating their understanding and use of regular forms and familiar grammatical structures. They expand their understanding through noticing variation and non-standard forms, for example, dialects used in the local community. They also notice exceptions to rules, for example, irregular forms. They learn to experiment with past and future tenses in their own texts.

Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, including the process of moving between languages and cultural systems.

### Level of support

This is a period of reviewing and consolidating students' prior learning and providing engaging and relevant new experiences and connections. Students continue to benefit from scaffolding and support, such as the provision of visual and contextual cues when accessing texts. They use models, teacher feedback and resources such as word lists and dictionaries when constructing their own texts.

### The role of English

Italian is used in classroom routines, tasks and structured discussions. English is used, when appropriate, as a basis for comparison of language and cultural systems. It is also used to allow for explanation, reflection and substantive, open-ended discussions to support the development of the use of Italian.

## Year 7 and 8 Content Descriptions

### Communicating

#### Socialising

Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences.

[Key concepts: relationship, experience, community; Key processes: sharing perspectives, exchanging, corresponding]

Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements.

[Key concepts: event, celebration, experience; Key processes: negotiating, suggesting, requesting, explaining]

Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'.

[Key concepts: exchange, etiquette; Key processes: transacting, negotiating, comparing]

Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken.

[Key concepts: community, classroom culture; Key processes: reflecting, explaining, exemplifying]

#### Informing

Analyse, summarise and share key ideas and information from a range of texts.

[Key concepts: fact/fiction, representation, perspective, choice; Key processes: identifying, comparing, sequencing]

Convey ideas and opinions by creating spoken, written and multimodal texts.

[Key concepts: youth issues, representation; Key processes: informing, persuading, responding]

#### Creating

Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience.

[Key concepts: narrative, relationships, values; Key processes: interpreting, comparing; Key text types: story, film]

Create texts for particular audiences that depict experiences or topics of interest.

[Key concepts: imagination, audience; Key processes: describing, contextualising, narrating, recounting, expressing; Key text types: narrative, description, recount]

#### Translating

Translate texts, discussing different versions and why these might occur.

[Key concepts: equivalence, meaning; Key processes: translating, experimenting, comparing]

Create short bilingual texts such as captions, stories and commentaries.

[Key concepts: equivalence, comparison; Key processes: translating, experimenting]

#### Reflecting

Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses.

[Key concepts: cultural comfort, cultural assumption; Key processes: reflecting, comparing, questioning, relating]

Reflect on own participation in intercultural exchange and consider how this shapes own identity over time.

[Key concepts: identity, intercultural sensitivity; Key processes: comparing, reviewing, reflecting]

### Understanding

#### Systems of Language

Develop an understanding and use the sound system of Italian.

Use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs.

Apply understanding of distinctive features of text organisation.

#### Language variation and change

Recognise how language use varies depending on the context of the situation and the context of culture.

Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication.

Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages.

#### Role of language and culture

Analyse the ways in which choices in everyday language use reflect cultural practices and values.